DOCUMENT RESUME

ED 296 684 HE 021 588

TITLE	A Self-Study, 1985-86.
INSTITUTION	Northeastern Oklahoma A and M Coll., Miami.
PUB DATE	[86]
NOTE	134p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Academic Achievement; *Accreditation (Institutions); Administrative Policy; *College Administration; College Admission; College Environment; *College Planning; College Programs; Enrollment Trends; Evaluation Criteria; Governance; Higher Education; *Institutional Evaluation; Mission Statements; Outcomes of Education; *Program Evaluation; Resources; School Community Relationship; *Self Evaluation (Groups); Student Attitudes
IDENTIFIERS	Northeastern Oklahoma A and M College

ABSTRACT

A self-study of Northeastern Oklahoma A&M College was conducted to: review progress on concerns cited by the last accrediting team; evaluate improvements attempted in all phases of college work; measure the college in terms of the North Central Association Commission's criteria for accreditation; and develop a comprehensive guide through the year 2000 by assessing current and projected resources, programs and clientele. Part I gives a brief history of the college and reaffirms the general institutional requirements for North Central accreditation. Part II is the institution's response to the 1977 visiting team's concerns and indicates the extent to which corrective action has been taken. Parts III to VII directly address the evaluative criteria for accreditation. Part III examines the college's mission statement and goals. Part IV evaluates the adequacy of the college's human, financial and physical resources, its programs and services, and the extent to which they are organized to meet the mission. Part V concerns accomplishments in meeting the mission in terms of student achievement, administrative and educational services, institutional life and student services. In Part VI, potential for accomplishment is predicted in the context of the institution's resources, environment and planning mechanisms. A summary assessment follows Part VI. Appended are basic institutional data forms, the college's mission statement and goals, lists of committees, data tables, and related materials. (KM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED296684

A Self-Study
1985-86

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Charles H. Angle
Northeastern Oklahoma
A&M College
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Northeastern Oklahoma
A&M College

Miami, Oklahoma

HE 021 588

BEST COPY AVAILABLE

TABLE OF CONTENTS

Page No.

GENERAL INTRODUCTION 1

PART I: GENERAL INSTITUTIONAL REQUIREMENTS AND SIGNIFICANT DEVELOPMENTS SINCE 1977. 4

Chapter I: General Institutional Requirements

A. Programs. 5
B. Organization. 6
C. Operation and Public Disclosure 6
D. Basic Institutional Data. 6

Chapter II: Significant College Developments Since 1977

A. Resources 7
B. Policies, Programs and Services 8
C. Organizations and Administration. 9
D. Conclusions 9

PART II: COLLEGE'S RESPONSE TO 1977 NCA REPORT

A. Major Concerns. 12
B. Secondary Concerns. 13
C. Conclusions 14

PART III: COLLEGE MISSIONS AND GOALS

A. Introduction. 16
B. Historical Background 16
C. Current Mission and Purpose 16
    1. Reflective of Clientele and Community 17
    2. Image of Community College to Parents and Community . . 19
    3. Perception by Professionals 19
D. Strengths, Concerns, and Plans for Future 19

PART IV: RESOURCES AND PROGRAMS

Chapter I: Human Resources

A. Administration and Governance 22
    1. Legislation 22
    2. Board of Regents for the Oklahoma Agricultural and Mechanical Colleges 22
    3. Oklahoma State Regents for Higher Education 23

Page No.

4. Organization of the College
    a. Administration 23
    b. Faculty and Faculty Association 24
    c. Classified Staff 26
    d. Student Governance 26
B. Students 27
C. Faculty/Administration 28
D. Staff 29
E. Alumni 29
F. Strength, Concerns, and Plans for the Future 30

Chapter II: Financial and Physical Resources

A. Financial Resources
    1. Budgets 31
        a. Educational and General Budget 32
        b. Auxiliary 33
        c. Activity 34
        d. Scholarships 34
    2. Business Office 35
    3. Foundation-Alumni 35
    4. Needs 36
B. Physical Resources
    1. Plant 36
    2. Equipment 37
    3. Land 37
C. Strengths, Concerns, and Plans for the Future 37

Chapter III: Educational Programs

A. Institutional Studies of Educational Programs
    1. Committee Reports 38
    2. Division Chairmen Reports 39
        a. Technology Division 39
        b. Engineering, Science, and Physical Education Div. . . 40
        c. Business Division 41
        d. Communications Division 42
        e. Social Sciences Division 43
        f. Fine Arts Division 43
        g. Agriculture Division 44
    3. Admission Requirements 45
    4. Changes in Courses and Programs 46
    5. Degrees of the College 46
B. New Techniques and Innovations 46
C. Grade Appeals Process 47
D. Advanced Standing Policy 47
E. Studies 47
F. Strengths, Concerns, and Plans for the Future 48

Page No.

Chapter IV: Support Services

A. Admissions, Records, and Alumni 49
B. Learning Resources Center 51
1. Strengths 52
2. Concerns. 52
3. Plans for the Future. 53
C. Student Affairs 54
1. Organizations and Activities. 54
2. Housing 55
3. Counseling. 55
4. Placement 56
5. Intercollegiate Athletics 57
6. Intramurals 58
7. Security and Traffic. 58
8. Financial Aids. 58
9. Discipline. 59
10. Health Services 60
11. Publications. 60
12. Food Services 61

D. Auxiliary

1. Post Office 62
2. Print Shop. 62
3. Bookstore 63

PART V: ASSESSMENT OF OUTCOMES. 64

Chapter I: Human, Physical, and Financial Resources 65

A. Human Resources 65
Performance Based Pay. 67
B. Financial Resources 67
C. Physical Resources. 69

Chapter II: Educational Programs. 71

A. Student Accounting Fall 1984 to Spring 1985 and Fall 1985 to Spring 1986 71
B. Degrees Conferred 73
C. Follow-Up of Graduates by GPA 73
1. The University of Oklahoma. 73
2. Central State University. 74
3. Oklahoma State University 75
D. Follow-Up of Students by State Regents' Transfer Matrix 75
E. Trends in Enrollment and Graduates. 76
F. The Fantus Study. 83
G. Curricular Units. 83
1. Strengths 85
2. Concerns. 88

Page No.

H. Current Students. 92
  1. 1986 Graduates. 93
  2. 1983 Graduates. 96

Chapter III: Support Services 98

A. Admissions. 98
B. Learning Resources Center 98
C. Student Services. 99
D. Auxiliary 100

Chapter IV:

Functioning Unit Reports 102

PART VI: PLANNING. 108

Introduction. 109
Organization. 109

A. Resources - Human 110
  1. Goals and Objectives for 1987-1988. 110
  2. Goals and Objectives for 1988-1990. 113
  3. Goals and Objectives for 1990-1994. 114

Resources - Financial 115
  1. Goals and Objectives for 1987-1988. 115
  2. Goals and Objectives for 1988-1990. 116
  3. Goals and Objectives for 1990-1994. 116

Resources - Physical. 116
  1. Goals and Objectives for 1987-1988. 116
  2. Goals and Objectives for 1988-1990. 116
  3. Goals and Objectives for 1990-1994. 116

B. Educational Programs. 117
  1. Goals and Objectives for 1987-1988. 117
  2. Goals and Objectives for 1988-1990. 120
  3. Goals and Objectives for 1990-1996. 121

C. Support Services - Admissions 123
  1. Goals and Objectives for 1987-1988. 123
  2. Goals and Objectives for 1988-1990. 123
  3. Goals and Objectives for 1990-1996. 123

Support Services - Learning Resources Center. 123
  1. Goals and Objectives for 1987-1988. 123
  2. Goals and Objectives for 1988-1990. 124
  3. Goals and Objectives for 1990-1996. 124

Page No.

Support Services - Student Services 124
1. Goals and Objectives for 1987-1988. 124
2. Goals and Objectives for 1988-1990. 124
3. Goals and Objectives for 1990-1996. 124

Support Services - Auxiliary. 125
1. Goals and Objectives for 1987-1988. 125
2. Goals and Objectives for 1988-1990. 125
3. Goals and Objectives for 1990-1996. 125

7

GENERAL INTRODUCTION

ACCREDITATION HISTORY

The quality of educational offerings has been a primary concern at Northeastern Oklahoma A&M College since it was founded in 1919; accreditation continues to be one very valuable method of checking that quality since the institution first received accreditation in 1925. Since that time it has gone through the usual cycles of reaccreditation, the most recent full-scale visit by a North Central Association accrediting team being in 1977.

Even as the staff viewed with pride the ten-year reaccreditation granted at that time, an "Improvement Committee" began work on further self-study to continue the process of growth through introspective evaluations. Many of the strengths, concerns, and plans contained in the final report of that Committee have been used in this report which is Northeastern Oklahoma A&M College's response to the general and specific institutional requirements for accreditation by the Commission on Institutions of Higher Education of the North Central Association of Schools and Colleges.

PURPOSE OF THE SELF-STUDY

This current self-study was conducted, first, to review progress made on some concerns listed by the last accrediting team and to evaluate improvements attempted in all phases of college work. Second, the institution sought to measure itself in terms of the NCA Commission's criteria for accreditation. Finally, the College attempted to develop a comprehensive guide for its future (through the next decade and past the year 2000) through an assessment of current and projected resources, programs, and clientele.

ORGANIZATION OF THE SELF-STUDY

To meet the purposes of the self-study, planning began in June, 1984, with the appointment of a Steering Committee (Appendix B) charged with the development of a number of survey instruments dealing with College research. At that time also, a number of curricular area units and functioning area units were determined (Appendix C). To more fully analyze practices and policies on campus, both inhouse (directly involved individuals) and cross-section (other disciplines added) committees were selected. At the inservice training of August, 1984, faculty and staff were briefed on the North Central criteria and process of self-study. Thus the actual work was started two and one-half years before the actual on-site visit was expected. Used as the review material for committees were the 1977 self-study for strengths, concerns, and plans for the future and the NCA criteria to be used for the 1987 report.

With preliminary committee reports coming in during the spring of 1985, the general Steering Committee began formal noon luncheon meetings each Monday during the fall term of 1985. At the noon luncheon sessions, an individual representing the area of study would present an inhouse unit report for analysis by the Steering Committee. Rewriting then began on these reports which took final shape following a combined meeting of chairmen from both inhouse and cross-section committees. The merged unit self-studies then formed the basis for PARTS III and IV of this report. These committees addressed unit relationship to the College's mission, historical development of the unit where appropriate, resources available to carry out the mission, organization of the unit to successfully meet the mission and purposes, how well it was doing so, and how the future challenges and dynamics of change would be met. For two years this critical examination of all areas of the College by concerned individuals provided for this final report a number of perspectives ranging from personal involvement to objectivity.

SELF-STUDY DESIGN

With the convening of the self-study Steering Committee on October 8, 1985, the self-study formally began. Dr. Charles Angle, Vice President for Academic Affairs and chairman of the committee, discussed North Central requirements and criteria for accreditation. He distributed copies of instruments to be used by the various functioning units and an outline of the work to be accomplished by the Steering Committee in dealing with the reports from these units. Thus, the process of self-study was divided into two basic phases. During the initial phase, the thirty-one study committees organized, studied their areas of responsibility, submitted reports for review to the Steering Committee, and rewrote reports which were utilized in Phase Two which produced this document. In the second phase, North Central criteria for accreditation became the organizing principles for transforming all unit committee reports into the College self-study.

The design of the study enabled the institution to both meet North Central requirements and provide the College with research instruments needed in ongoing analysis of efforts to provide quality education to all the institution's clientele through the coming decade.

ORGANIZATION

This Self-Study Report is divided into six parts. Part I gives a brief history of the College and reaffirms the general institutional requirements necessary to qualify for North Central accreditation. Part II is the institution's response to the 1977 visiting team's concerns and indicates to what extent corrective action has been taken. Parts III to VI directly address the evaluative criteria for accreditation in terms of the College's self-study. Part III examines the College's mission statement and goals. Part IV evaluates the adequacy of the College's human, financial and physical resources, its programs and services, and the extent to which these are organized to meet the mission. Part V is devoted to accomplishments in meeting the mission as demonstrated by the quality of student achievement, administrative and educational services, institutional life and student services. In the concluding section, Part VI, future potential for accomplishment is predicted in the context of the institution's resources, environment, and planning mechanisms. A summary assessment is provided following Part VI.

Attached as appendices to the Report are basic institutional data forms (Appendix A), the College's mission statement and goals (Appendix D), lists of committees (Appendix C), data tables, and other pertinent materials. This Self-Study Report and the individual study committee reports combined represent Northeastern Oklahoma A&M College's application for certification as an accredited institution of higher education.

PART I

GENERAL INSTITUTIONAL REQUIREMENTS AND SIGNIFICANT COLLEGE DEVELOPMENTS SINCE 1977

CHAPTER 1

GENERAL INSTITUTIONAL REQUIREMENTS

Northeastern Oklahoma A&M College declares that it meets all the following general institutional requirements set forth by the Commission on Institutions of Higher Education:

A. PROGRAM

1. A revised statement of mission to better reflect changing needs of clientele of Northeastern Oklahoma A&M was adopted in 1985 (see page 16). This mission statement is appropriate to a comprehensive postsecondary institution. Evidence is provided in Part III.

2. The College offers educational programs including transfer, occupational/technical, developmental, community service, and nontraditional courses consistent with the mission, as well as general education at the post-secondary level as an element of, or a prerequisite to, the principal programs of study. These programs and graduation requirements are listed in the College Catalog and discussed in Part IV, Chapter 3.

3. The College has articulated an admission statement specifying the potential students to be served. Students are admitted to programs under admissions procedures compatible with this statement and appropriate to its programs. The potential student population level is further specified in statutes of the State of Oklahoma under which the College is authorized to operate as an open-door institution. This statement is found in the College Catalog (p. 17) and discussed further in Part IV, Chapter 1 (p. 22).

4. The College enrolls students in many postsecondary educational programs requiring at least one and more often two years for completion and has students actively pursuing such programs. Information on student enrollment of the last ten years is provided in Basic Institutional Data Form A and other tables found in the Appendix.

5. The College awards to each person successfully completing an education program a certificate and/or associate degree appropriately describing the demonstrated attainment of the graduate. Requirements for these certificates are described in the College Catalog. A discussion of the College's degree and certificate programs is given in Part IV, Chapter 3.

B. ORGANIZATION

6. The College has formal authority from the State of Oklahoma authorizing it to award certificates and associate degrees. The precise source in the State Constitution and statute is stated in Part III.

7. The College has all the necessary operating authorities in the State of Oklahoma. Governance is explained in Part IV, Chapter 1 (p. 22).

8. The Board of Regents for the Oklahoma Agricultural and Mechanical Colleges has formally designated a Chief Executive Officer. Dr. Bobby R. Wright is the current President and Chief Executive Officer of Northeastern Oklahoma A&M College.

9. The College has a governing Board of Regents whose representation is determined by legislation enacted in 1943 changing the name of the institution and transferring control to the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges. (See Part IV, Chapter 1, p. 22).

C. OPERATION AND PUBLIC DISCLOSURE

10. The College documents a funding base, financial resources, and plans for financial development adequate to carry out its stated purposes. Information on these is provided in Basic Institutional Data Form (Appendix A) and Part IV, Chapter 2 (p. 31). Information is also provided in Functioning Committee Reports F9 and F10.

11. The College has its financial records audited annually by an outside auditing firm engaged by the governing board. (See Part IV, Chapter 2 for official selection procedure.) The institution makes available to the public and the Commission on request the most recently audited financial statements (or a fair summary thereof), including the auditor's opinion. Information on the College's audit is provided in Basic Institutional Data Form D, (Appendix A) in Part IV, Chapter 2, and in Committee Report F10.

12. The College makes available to all interested persons (and especially its present and prospective students) accurate, fair, and substantially complete descriptions of its programs, activities, and procedures. These are communicated in published schedules distributed prior to and during registration periods throughout the year and described in the College Catalog, the Student Handbook and Calendar, Faculty and Staff Handbooks, and various recruitment brochures, along with a continuous flow of public information news releases.

13. The College graduated its first class (two men and one woman) in 1922, with the number of graduates being 422 in 1986.

D. BASIC INSTITUTIONAL DATA

Basic Institutional Data Forms, Appendix A, and are found under separate cover.

CHAPTER 2

SIGNIFICANT COLLEGE DEVELOPMENTS SINCE 1977

Changes at Northeastern Oklahoma A&M College since the last North Central Association team visit need to be reported because they have significantly impacted the College's ability to fulfill its Mission and Purpose.

A. RESOURCES

Several factors, primarily economic changes in the State, have contributed to some decline in the student enrollment: a 2,730 head count in the data base year of fall 1975 compared to the 2,545 in the fall semester of 1985. Fluctuations are clearly shown by data in Appendix E-1 for the ten-year period. Both Full-Time Equivalency (FTE) and head counts are listed.

As shown by the data in Appendix E-2, there have been several important trends in recent years, including the decline in numbers of international students and in both community service courses and students. Another significant factor has been the impact of reduced G.I. benefit recipients attending as the 1975-76 enrollment revealed 373 receiving Veteran's benefits compared with 43 in the fall of 1985. Data in Appendix E-2 indicates the slight shifts in student population regarding male to female ratio, age, minorities, and those enrolled in occupational and non-occupational programs.

An increase of faculty and administrative staff with earned doctorates is shown (Appendix E-3) as well as changes regarding minorities and women in academic and counseling staff.

In addition to changes in characteristics and number of human resources at the institution, the physical feature of the campus has been altered to include the addition in 1984 of the Health Sciences Building. On campus, the buildings, parking lots, and curbs have been altered to accommodate handicapped students and staff. Capital improvements have included energy conservation projects on all buildings with resulting savings in the budget for utilities. An addition to the physical education facility now provides a practice room for the wrestling team. The experimental theater has been converted into a Television Production Studio and the old auditorium into a vocal music and recital hall. Auxiliary expenditures include additions to the Bruce G. Carter Student Union Building which provided lounge areas and an expanded Bookstore.

In financial affairs, the College has had to deal with drastically changing economies of the State of Oklahoma, primarily because of the boom then bust in the oil and gas industry, along with a continuing decrease in revenues from agriculture in the State. Tuition has been increased (as determined by the Oklahoma State Regents for Higher Education) from $8 per credit hour for in-state students and $20.25 for out-of-state students in 1975-76 to $15.35 per hour for Oklahomans and $42.30 per hour for out-of-state students in 1985-86. The philosophy of the Regents is to establish a phased-in increase annually until in-state students attending State institutions pay at least 25 percent of the total cost of their education. Budget data for the last ten years is included in Appendix E-4.

B. POLICIES, PROGRAMS, AND SERVICES

As a result of the continuing self-evaluation conducted by the institution since the last NCA team visit, changes in some policies, programs, and services have been implemented, the most notable being the revised Mission and Purpose statement. Much of the change can be seen in the "Final Report of the Northeastern Oklahoma A&M Improvement Committee" printed in the fall of 1979. (On file in the Office of the Vice President for Academic Affairs).

In the academic area, the number of Divisions was reduced from eight to seven to better reflect groupings of programs of study. Certificate programs have varied according to business and industrial demands and needs in northeast Oklahoma. A complete listing of degree programs, certificate, and Community Service programs is included in Appendix E-5.

Several additional class sections in developmental studies, reading, and mathematics have been made available for those students needing such assistance. Tutorial opportunities have been extended with creation of a computer laboratory, a communications skills laboratory, increased hours of peer tutoring in mathematics and accounting, and an enhanced faculty advisement system to keep ever present the student awareness of individual problem areas.

Academic advising has also been restructured to provide for extended time with individual students. Previously limited to one week each semester, pre-enrollment advising has been extended to three weeks. Academic probation classes were started in 1979 in response to findings of the Improvement Committee. The Study Skills class, added as a method of correcting these problems, has been successful in salvaging those students having difficulty adjusting to college-level work. The Orientation classes which meet the first nine weeks provide information designed to assist students in making the transition from high school to college.

In the last decade the institution has developed or increased services to address special needs of such students as the academically under-prepared, minorities, handicapped, senior citizens, displaced homemakers, and academically talented secondary students. Career preparation and placement opportunities are more available in an expanded counseling department (see Part IV, Chapter 4, p. 55). In addition, intercollegiate athletics have increased for women, especially with the addition of softball, women's track, and cross country competition. Facilities adequate to all sports needs will be available with the completion of a newly designed baseball complex. This will complement a football stadium, tennis courts, gymnasium, fitness trail, softball field completed in 1980, a soccer field, and a rodeo arena. The facilities are also utilized by intramural teams supervised by a staff member who also serves as a dorm parent in men's housing and counsels with academic probation students.

Increased financial aids have assisted an ever increasing number of students qualifying for Pell Grant, Work-Study, Oklahoma Tuition Aid Grants, Guaranteed Student Loans, and College scholarships from a variety of sources. Data on these various types of student assistance are found in Part IV, Chapter 4 and Appendix E-6.

Housing changes include shifts in dormitory assignments to reflect changing patterns of enrollments of men and women. One previously designated women's dormitory now houses the football players. Projected development of housing for honors students has been delayed by the cutbacks anticipated from State sources. Repairs and renovations of buildings are reflected in Part IV, Chapter 2 and Appendix E-7.

Adequate health care services have been continued with a Registered Nurse on duty several hours through the weekdays in Dobson Hall.

A closer working relationship has been developed with the community business and industry leaders through Project 2000 (see Appendix F for related information on this organization). With the closing of the BFGoodrich Miami plant in the spring of 1986, the institution has begun a number of courses, workshops, seminars, etc. designed to offer solutions to workers' immediate and long-range problems of emotional and financial adjustment, retraining, obtaining other employment, and decision-making made necessary by the dislocation of 1900 workers. Special day classes, Extended Day Program, and Community Services classes have also been expanded to meet these new needs.

C. ORGANIZATION AND ADMINISTRATION

The main organizational structure of the College has been modified only slightly since the 1977 self-study. In the fall of 1984 three vice-presidents and other titles more accurately reflecting job descriptions were approved by the Regents. The Registrar was named "Dean for Admissions and Records" and reassigned to report to the Vice President for Academic Affairs, and other similar adjustments were made to simplify the flow chart of the organization. To enhance the financial picture of the institution through obtaining grants from individuals, agencies, and corporations, along with increased alumni support, a development office was created and a Development Foundation incorporated to receive such gifts and grants. (Appendix G shows the by-laws of the Northeastern Oklahoma A&M College Development Foundation).

D. CONCLUSIONS

Significant changes have occurred at the institution because of ever shifting economic conditions in the State and spin-off effects in enrollment and declining funds for programs and physical plant maintenance. Some modification of resources continues to be made by the institution to reflect shifting priorities by the Oklahoma State Regents for Higher Education and the actual enrollments of students. The institution continues to be in many respects a "community" college as it interacts with the community. Certainly in recent months the economic crises in Miami have provided an opportunity to demonstrate what extent the Town-Gown relationship exists. Special classes, programs, seminars, and services have been provided by the College to the residents of its community. With changes constantly affecting student decisions about college choices, the institution will be faced with the necessity of continuously updating even this latest self-study.

PART 11

NORTHEASTERN OKLAHOMA A&M COLLEGE'S RESPONSE TO 1977 NORTH CENTRAL ASSOCIATION REPORT

A. MAJOR CONCERNS

In the sections of the self-study which follow, the institution will explain actions taken to address concerns expressed in the "Report of a Visit to Northeastern Oklahoma A&M College, March 29-31, 1977" for the Commission on Institutions of Higher Education of the North Central Association of Colleges and Secondary Schools, chaired by Dr. Jodie C. Smith, President of New Mexico Junior College, Hobbs, New Mexico. The report cited seven major concerns while recommending continued accreditation and the next on-site evaluation to be scheduled for the 1986-87 fiscal year since "...factors necessary for a good institution are present. They include: (1) effective leadership, (2) competent faculty and staff, (3) positive student body, (4) supportive governing board and State Regents Board, (5) community support, (6) functional physical plant with adequate equipment, and (7) effective management of available resources."

First, the report expressed a "continuing concern that two-year institutions may not offer off-campus credit courses." This restriction has been lifted, and the College may now extend educational opportunities to nearby communities but cannot draw state funding for such Full-Time Equivalency (FTE) students. Some attempts to offer such classes were made in Bartlesville, Vinita, Pryor, and Grove, but with the necessity of making such classes totally self-supporting, no recent attempts have been made. With the expansion of other two-year State supported institutions in this area, the need for such off-campus work has not been as great. In addition, since the 1977 visit, the College has begun serving the area through its Learning Channel, Channel 5, which also serves as laboratory opportunities for students enrolled in the Television Production courses. The College has also provided telecourses for college credit.

The second concern was the potential for conflict between the State's area vocational schools and the two-year institutions in Oklahoma in providing program services. Located some 12 miles from the Northeastern Oklahoma A&M College campus is the Northeastern Oklahoma Area Vocational-Technical School which does offer some courses of study but on a secondary level of study. A spirit of cooperation has been developed with the Vocational-Technical institution as College recruiters visit that campus to talk to prospective collegians about occupational programs of study on a postsecondary level.

Cited as a definite need (third concern) was the establishment of an effective method of identifying community educational needs to guide program development. Survey instruments have been developed and some preliminary research has been done, especially in the months since the announcement of the closing of the BFGoodrich plant. Prior to that event, however, many of the College personnel were involved in the "PROJECT 2000" created by the Miami Chamber of Commerce to look forward to what would be needed to make the community truly great by the turn of the century. (Supporting articles in Appendix F).

While noting that transfer agricultural programs at the institution were of high quality and adequate in number, the report of the review team (fourth concern) carried a recommendation that the same goal of quantity/quality needed to be achieved in occupational agricultural programs. The College has since added a greenhouse, and the Regents approved a degree/certificate program in Horticulture and is in the process of beginning a newly-approved course of study in Equine Management. The Farm and Ranch Management program has increased in enrollment and emphasis. Other occupational programs continue to be in response to needs revealed by contact with community leaders. These include Allied Health, Banking, Community Journalism, Mid-management programs in Postal Service and Industrial Management. Forestry has been changed from non-occupational to occupational study. Regents have also approved an occupational program in Radiologic Technology.

A need for an organized inservice training program for the instructional staff was expressed (fifth concern), and College officials launched such programs at the beginning of each academic year. Such topics as Educational Law, Stress Management, Sensitivity Training, and Cardiopulmonary Resuscitation hands-on training have been offered. In addition to having local experts involved in some of the sessions, the College has brought in such leading authorities as Dr. John Rousche, Dr. Duane Anderson, Dr. Russell Heiserman, Mr. Mat Matson, Dr. Martin Haverman, and Dr. Parker Young. Cafeteria workers have also been involved in ongoing training prior to and during the school year. Administrative training retreats are held each summer for both a review of the past year and a planning period for the fall term.

The sixth concern was "the reported instances of apathy and uninspired teaching" at the time of the 1977 team visit. This has been addressed by appropriate supervisors and division chairmen with resultant actions solving many problems through consultation and assistance rather than punitive measures.

The seventh recommendation of the review report was the recommendation that the College continue efforts to expand developmental-remedial programs to better serve the student clientele. The College has instituted a communications skills laboratory staffed by outstanding sophomore students to deal with English enrollees' writing and reasoning problems; a computer laboratory has been installed for use by majors in a great many fields; a Study Skills course has been implemented for probation and other students needing such assistance; increased tutorial assistance for Developmental Mathematics and Pre-Accounting students has enabled the instructors to offer more individual attention; an Orientation Class was started in 1981 to assist students in making a smoother transfer to college and learn better study habits. This extended introduction to campus life replaces a half-day Saturday afternoon session used previously to orient freshmen to Northeastern Oklahoma A&M College.

B. SECONDARY CONCERNS

Among the secondary concerns addressed through the Visiting Team's report was "some student concern about no evaluation of faculty...." Some standard evaluation instruments have been developed in order to meet requirements for "Performance Based Pay" to be instituted in 1986. A trial run of Performance Based Pay evaluation was made at the end of spring semester, 1986, results in Appendix J. Students will be a vital part of that evaluation of performance of faculty under this new plan.

The team also expressed the view that considerable improvements needed to be made in freshmen student advisement. This has been addressed through a revised system of assigning advisors during the summer pre-enrollment period and having a greatly expanded number of faculty return to the campus in July for the pre-enrollment/advising week. Faculty advisors have updated material presented each year during a luncheon meeting in order to provide information on changes in requirements, new programs of study, etc. The faculty advisor retains folders of advisees and receives nine-weeks and semester grades with which to counsel and advise the student. They frequently assist in personal counseling and serve as referral contacts for students needing special types of counseling.

Recommended by the team was additional space for the nursing and health sciences program. This has been achieved with the completion of the new million dollar facility now housing the Associate Degree Nursing and Medical Laboratory Technology programs.

C. CONCLUSIONS

The College has resolved or is taking steps to correct the concerns voiced by the 1977 visiting team. A continuing process of self-study which started with the 1978-79 Improvement Committee work has led to changes needed in various areas through the decade covered in the reaccreditation. In addition to reviewing the concerns, the staff examined also the strengths cited by the visiting educators and have attempted to build on those and even increase effectiveness in those areas as funding allowed. Faculty surveys, along with student questionnaires, provide useful information each year and enhance the involvement in a democratic campus governance.

PART III

COLLEGE MISSION AND GOALS

A. INTRODUCTION

This section of the self-study will discuss the origin and development of the College's mission statement and goals. It examines them in relation to the legislative statutes by which the College is authorized to operate and shows that its Mission and Purpose are appropriate to a postsecondary institution. It indicates the extent to which they are clearly and publicly stated, indicating how they have recently been reviewed, and finally, explaining how they enhance the processes of change. This part will demonstrate that Northeastern Oklahoma A&M College has clearly and publicly stated purposes consistent with its mission and appropriate to a postsecondary institution in the State of Oklahoma.

B. HISTORICAL BACKGROUND

The institution was founded in 1919 as Miami School of Mines by Senate Bill 255 and House Bill 552 (Document D) to serve scientific needs of a mining area. The institution added general education courses with a resulting name change to Northeastern Oklahoma A&M Junior College in 1924, with a Board of Regents charged with enacting rules and regulations, including the subjects of study limited to the first two years above high school graduation except that field courses in mining and geological engineering for advanced students in the College of Engineering of the University of Oklahoma could be maintained.

This serving of educational needs of individuals and of society continued, indeed continues to the present time, with an additional change of name and mission in 1943. With the acquisition of a 200-acre farm and the building of shops, the institution responded to the World War II national needs by offering expanded agricultural and mechanical courses of study to the general education programs. The College was renamed Northeastern Oklahoma Agricultural and Mechanical College and placed under the control of the Board of Regents for Oklahoma State University and the State A&M Colleges.

At the conclusion of World War II, the size and complexity of the College's student body led to the introduction of many new programs of study and construction of buildings to adequately provide educational opportunities to an influx of large numbers of returning service men along with recent high school graduates. (Building Dates contained in Appendix H and details of construction explained in Part IV, Chapter II, B, p. 36).

C. CURRENT MISSION AND PURPOSE

Updated to more clearly reflect the needs of the 1980's student clientele, the current Mission and Purpose first appeared in the 1985-86 Catalog, having been reviewed and rewritten by a faculty committee.

Northeastern Oklahoma A&M College is organized as a State-supported, comprehensive College offering associate degrees and/or certificates while remaining sensitive to the specialized educational needs of the local community. The basic curricula contain freshman and sophomore courses for students who intend to pursue a baccalaureate degree after leaving Northeastern Oklahoma A&M College. Occupational programs provide opportunities for those who plan to enter the work force upon graduation. Other educational programs provide for furthering the cultural, occupational, recreational, and enrichment opportunities for those in the community desiring to study, with or without credit, in specific areas of their interest. To accomplish its mission the College:

Provides programs designed for students whose formal studies will lead to employment.

Provides a core of general education courses in each of the College's programs of study.

Offers leadership development opportunities for students through participation in student government, student housing, honor societies, academic organizations, and social organizations.

Provides developmental programs for students whose tests, academic records, and other factors indicate potential difficulty in doing satisfactory work while pursuing their stated objectives.

Provides a student tutorial system.

Provides faculty advising, financial aid counseling, health services, personal counseling, and referral.

Offers community services which enhance the civic, cultural, economic, recreational, and social environment of the area served by the College.

Provides continuing education enabling students to improve and update existing skills, and to develop new skills.

Serves as a resource-facilitator for educational systems, business-industrial organizations, and governmental entities in the College's service area.

Explores the need for extension classes and makes them available when feasible.

Conducts ongoing studies to identify the current educational needs and wants of the community and provides effective programs to meet them.

Facilitates student learning through excellence in teaching by recruiting, maintaining, and continuously upgrading a highly qualified faculty and staff.

1. Reflective of Clientele and Community

The current Mission and Purpose was developed after considerable study of the clientele and community the institution is now serving. Several aspects were noted by faculty who had been a part of the College for many years and were aware of changes which needed to be addressed. These are stated briefly.

An aging population centered in northeast Oklahoma has been due to the attractiveness of the Grand Lake area as a retirement center and to the lack of employment opportunities locally for college and high school graduates who leave for metropolitan centers.

While students come from nearly every county in the State and many other states and nations, the bulk of the enrollment remains fairly local (six extreme northeast Oklahoma counties account for 75 percent of the enrollment), with the geographical service area some 90 degrees of a circle about Miami. Those enrollees drawn from other states are attracted by outstanding agricultural and athletic programs primarily. A majority of students receive some type of financial aid, especially those from out of the immediate area. (Complete data on students may be found in Appendix E-1, E-2, and E-6).

While most of the students are from the immediate geographical area and from primarily rural or small town communities and low or middle income families, the institution does have a wide range of enrollees because of the diversity of course offerings. The student clientele is discussed more fully in Part IV, Chapter I, Section B (p. 27).

In recruiting additional students, College personnel find a much more competitive market in the 1980's than ever before. Utilizing a modern comprehensive marketing approach, the High School Relations Department presents an aggressive program to cover all Oklahoma high schools and those of Kansas, Missouri, and Arkansas in the service area. Career Days and Nights in all the area are covered by a College recruiter or faculty member.

Also expected to impact on future enrollments at the College are new admission requirements instituted by the Oklahoma State Regents for Higher Education, effective in the fall of 1988. This policy requires that each high school student planning to attend college must complete eleven units in four basic areas (English, laboratory science, mathematics, and history) and four units in related areas. Students pursuing admission to Associate in Arts or Associate in Science programs who have not completed these requirements must take zero (0) level courses before being admitted to Associate programs. (See Part IV, Chapter 3, Section 3, p. 45).

Changes in business and industry throughout the immediate area have also led to examining the types of programs students choose as majors as they see employment opportunities limited. With the closing of the BFGoodrich plant and other Miami industries and businesses and a downturn in the local economy, a new type of student is emerging as unemployed workers are seeking new job skills at the College. This has already led to a rise in the electronics program and specialized seminars such as Small Business Ownership. Planning for new courses in the 1986-87 school year will have to take into account the potential influx of unemployed workers and/or spouses. One genuine asset the College has during this particular crisis is the number of Northeastern Oklahoma A&M College staff serving on the "MIAMI 2000" project which means the College will both lead in development of future growth plans and will provide the education/training needed to bring the plans to reality. These plans will include business, agriculture, industry, recreation, tourism, education, and "quality of life."

With the proposal of the Governor's Reform Commission recommending the placing of all educational functions under one agency, the College may face new restrictions on service area and programs. If adopted and implemented, the Education Agency would be responsible for Higher Education, Public Education, and Vocational-Technical Education and would have power to assign certain instructional programs to specialized institutions. This could possibly reduce the educational opportunities Northeastern Oklahoma A&M College now offers in occupational studies.

Also of some concern to College personnel is the immediate decline in the number of high school graduates in the recruiting area. Projections over the coming decade, however, shows an upswing since elementary classes have begun to show growth.

Concern over proposed reductions in the Federal budget of some $3 billion and the anticipated impact on 1.4 million college students is a part of the plans for next year's College program since so many are on Pell Grants, Work-Study, or Guaranteed Student Loans. It is hoped that scholarships provided by Development Foundation money will offset some of the short-fall in Federal assistance to students.

2. Image of the College to Parents and Community

Throughout its existence, the institution has enjoyed a very good relationship with townspeople and the surrounding communities. One obvious example of how parents view Northeastern Oklahoma A&M College is the data showing 93 percent of Ottawa County graduates who go on to college begin their studies at the local institution.

Excellent media relations provide constant coverage of College activities and individuals. The image of quality is communicated in academic, cultural and athletic events, especially in the print media of the immediate area. A new visibility has been obtained in recent years with television coverage by the three stations located nearby (Joplin, Missouri, KODE-TV and KSNF and Pittsburg, Kansas, KOAM-TV).

The increasing number of older citizens returning to the campus for both day and evening classes also reflects the acceptance of the institution by all ages in the community. They are enrolled either for credit or audit in a variety of courses from physical education to computer science to woodworking, as well as the Community Service courses such as cake decorating or writing family geneology.

3. Perceptions by Professionals

In research completed by Dr. Larry Keen of the College staff in December, 1985, three groups of community leaders were surveyed as to their perceptions of the importance of community college functions. The three respondents were community college presidents, state coordinators for higher education, and state chamber of commerce leaders. The results of this research will be useful in planning for future curricula changes at the institution.

Without exception, the three groups considered occupational-technical education function as the most important role for the community college. In a close second rank was the academic transfer function, and the remedial-compensatory function was a distant third. In fourth place overall was the community service function and in last was the student services function. (On file in Learning Resources Center, Dissertation by Dr. John Larry Keen.)

D. STRENGTHS, CONCERNS, AND PLANS FOR THE FUTURE

Many facets of Northeastern Oklahoma A&M College may be viewed as both a strength and a concern because of the rapidly changing economic situation. As a result these play major roles in planning for the next decade.

The diversity of student clientele attracted to Northeastern Oklahoma A&M College continues to be a strength as students obtain a much broader education through contact with fellow students from different cultures and interests. While the enrollment has been fairly consistent over the decade with some ups and downs reflecting economic times, this may become a serious concern with the departure of several hundred families from the area as BFGoodrich and other area industries or businesses close and workers resettle elsewhere. Competition for a shrinking pool of recent high school graduates is going to be a greater concern for recruiters and curricula planners alike.

A highly qualified, stable faculty has become a genuine strength to the institution through programs of inservice training and grant-assisted summer study (Appendix E-8 and E-9). Again, this aging trend for professional staff can become a concern as fewer new, young faculty are bringing in fresh ideas and skills. Projections of significant decreases in State funding will make planning in the area of employment even more difficult as the size of the professional staff will shrink or remain stable for several years.

The Mission and Purpose of the institution should be considered a very real strength as these challenge faculty and staff to view student clientele as both consumers and producers of knowledge. Since the entire educational program and supporting activities stem from the Mission, policy makers are faced with constant concern over how well each aspect of the College is working toward the achieving of the goals each semester, each year. The major goals are long-range in nature also, making complete accomplishment of each one unlikely in the immediate or short-range view. This constant challenge is such that the campus community builds a spirit of togetherness and cooperation in order to meet the challenge. This is a process of growth and strength in individuals, departments, and the entire institution.

Even with declining revenues in the oil industry, the Dobson Fund remains a strength as it enables the institution to offer scholarships to a large number of students each year and educational grants to faculty each summer as they update their teaching skills. Again, this scholarships/grants funding is a concern as it is shrinking just when the needs become greater due to reductions in Federal assistance to students. Thus, raising outside funds for student economic aid becomes vital in planning for the future.

Strengths, concerns, and plans for the future cannot be separated into neat packages in the 1980's, but they must be seen as part of the picture presented by nearly all aspects of the campus.

In Part V of the self-study various aspects of the institution are examined by perceptions of current students, alumni, and faculty/staff. These reflect strengths for the present time as well as concerns. Planning for the future is addressed more fully in Part VI, as leaders in all areas of college life have prepared scenarios for the next ten years, offering a one-year plan, three-year plan, and ten-year plan.

PART IV

RESOURCES AND PROGRAMS

This section of the self-study examines the effectiveness with which the institution has organized adequate human, financial, and physical resources into its educational and other programs to accomplish its stated Mission and Purpose. To show the extent of this effectiveness, the chapters following will deal with (1) Human Resources, (2) Financial and Physical Resources, (3) Educational Programs, and (4) Support Services.

CHAPTER I

HUMAN RESOURCES

A. ADMINISTRATION AND GOVERNANCE

Northeastern Oklahoma A&M College is governed directly by the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges which has a cooperative relationship with the Oklahoma State Regents for Higher Education, the coordinating board for all institutional members of the State system. Both Regents' bodies are appointed by the Governor of the State.

1. Legislation

The structure of the present system came into being on March 11, 1941, when the people of the State adopted an amendment to the State Constitution, Article XIII-A, which provides that "All institutions of higher education, supported wholly or in part by direct legislative appropriations shall be integral parts of a unified system to be known as the Oklahoma State System of Higher Education." The same amendment created the Oklahoma State Regents for Higher Education and identified that group as the coordinating board of control for the entire state system. This nine-member board was vested with the constitutional authority to "prescribe the standards of higher education applicable to each of the various institutions and determine the functions and courses of study for each one."

2. Board of Regents for the Oklahoma Agricultural and Mechanical Colleges

In April, 1943, by act of the Legislature, the name of the institution was changed to its present form, Northeastern Oklahoma Agricultural and Mechanical College, and placed under the governance of the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges. This Board is comprised of nine members. Eight are appointed by the Governor with the advice and consent of the Senate and serve eight-year staggered terms. The other member is President of the State Board of Agriculture. The Board's responsibilities are to employ personnel, fix salaries, assign duties, contract for other services needed, have custody of records, acquire and hold title to property, and assume general responsibility for operation of the institution, general academic policy and administration, student life, budget administration, planning and constructing buildings, purchasing, and auxiliary activities. Copies of all documents relating to creation and enabling legislation of the College are contained in Document D.

3. Oklahoma State Regents for Higher Education

Being a part of the State System of Higher Education, Northeastern Oklahoma A&M College is subject to the jurisdiction of the Oklahoma State Regents for Higher Education, a board composed of nine members appointed by the Governor and confirmed by the State Senate, serving nine-year overlapping terms. Administrative officers are Chancellor, Senior Vice Chancellor for Fiscal Affairs, Senior Vice Chancellor for Planning and Policy Research, Vice Chancellor for Educational Outreach, Vice Chancellor for Academic Affairs, and Vice Chancellor for Student Affairs.

The responsibilities of this board are to prescribe standards of higher education applicable to each institution, to determine the functions and courses of study, to grant degrees and other forms of academic recognition for completion of studies, to set fees within the statutory limitations, to recommend to the State Legislature the budget for the State system and the proposed allocation for each institution, and to divide the total legislative appropriation among institutions.

4. Organization of the College

a. Administration

To most efficiently and effectively carry out the mission of the institution, Northeastern Oklahoma A&M College is organized for administration with delegated power flowing from the Office of the President to three vice presidents. The three major sub-divisions of administration are headed by the Vice President for Academic Affairs, Vice President for Student Services, and Vice President for Fiscal Affairs. An Administrative Assistant also reports directly to the President, having responsibilities for high school relations, public relations, internal institutional relations, and special campus events.

From the Office of the Vice President for Fiscal Affairs the day-to-day functions on campus include responsibilities for the physical plant, auxiliary enterprises such as the bookstore, food service, and printing; accounting; purchasing; preparation and supervision of the budget; and computer services.

The Vice President for Student Services is in charge of the nonacademic aspects of student life including housing, counseling, financial aids, student governance, placement, veterans, athletics, health services, and student activities.

The Vice President for Academic Affairs is concerned with the instructional life of the student including admissions, faculty, academic advising, class scheduling, institutional programming, space allocation, Learning Resources Center, extended day programs, continuing education, and resources for seven academic divisions.

Fiscal policies have been formulated to give each of the seven academic divisions, the Learning Resources Center, and student services their own budgetary management and requisitioning authority. The Vice President for Academic Affairs also delegates other specific duties to the chairman of each academic division and the Learning Resources Center, as indicated by job descriptions.

Job descriptions for all employees, faculty and classified personnel, are on file with individuals and in the office of the respective vice president. These describe basic and specific functions of all personnel and the role each performs in the College organization. A chart depicting the pattern of administrative relationships at Northeastern Oklahoma A&M College is shown on the following page.

b. Faculty and Faculty Association

Participation and involvement of faculty in the governance of the College are encouraged through voluntary membership in the Faculty Association and membership on both Institutional and Faculty Association Committees. Faculty also provide leadership on campus and in the community through a variety of civic and professional organizations. In 1984, the College faculty and staff led a drive to "YES ALL THREE" amendments proposed by the State Legislature and Governor in order to increase funding for education. A majority of the faculty are members of Higher Education Alumni Council of Oklahoma (HEACO) which provides a continuous effort with legislators and other State leaders to improve support for higher education in the state system.

Institutional committees are composed of appointed faculty, students and administrators and are responsible to the College in general. The Faculty Senate has also established a number of standing committees which are responsible to the Faculty Senate and the Faculty Association. At times some of the committees tend to overlap in their study of campus concerns, but this is only natural and is not viewed as a serious problem. All committees are being re-examined in view of their original purposes and their current campus relevance. In instances of total overlap, a merger may take place.

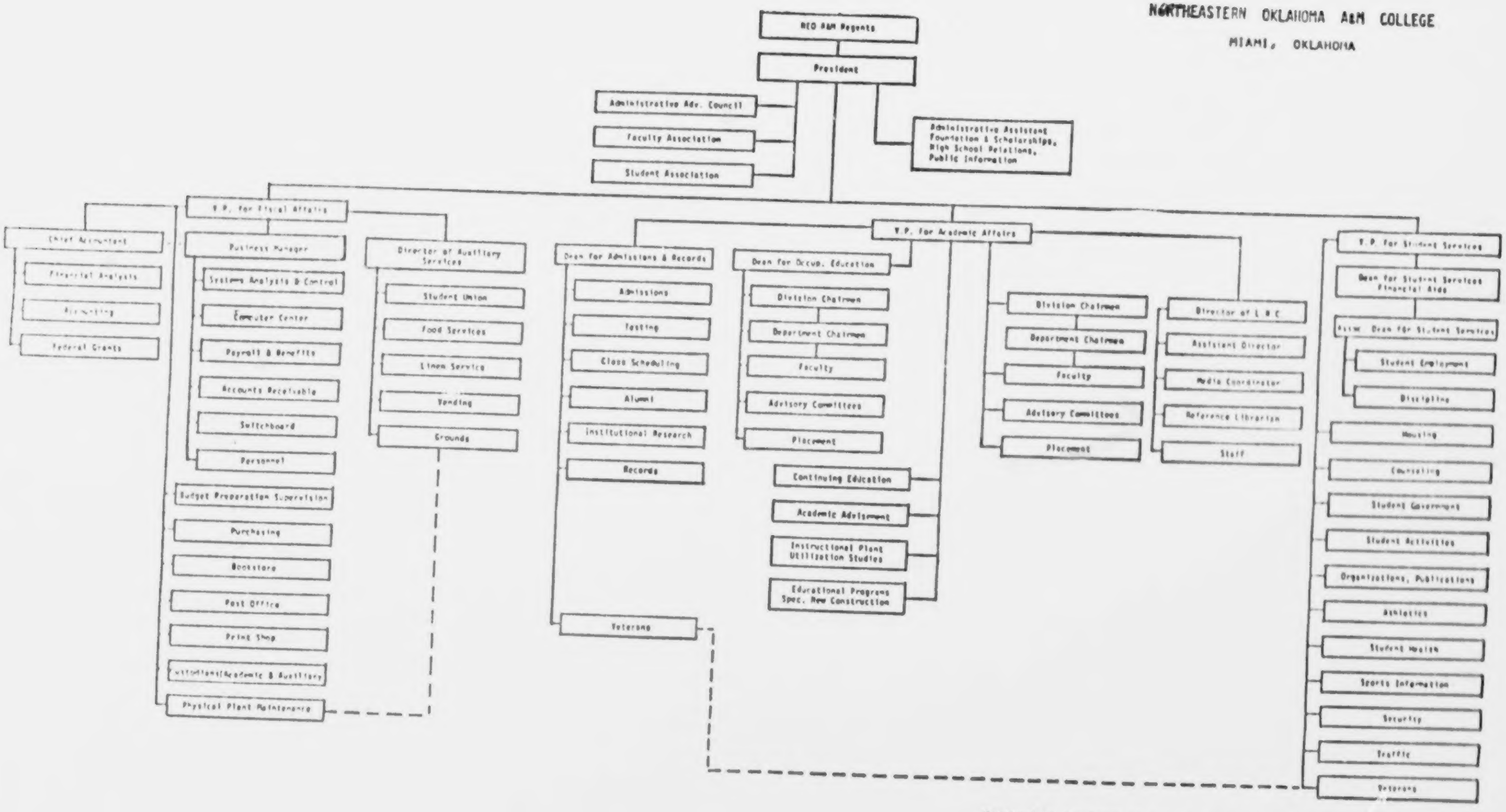
Institutional committees include (1) Institutional Studies and Research Council, (2) Student Personnel Council, (3) Athletic Advisory Council, (4) Curriculum Council, (5) Library and Multi-Media Advisory Council, (6) Long-Range Educational Planning Council, (7) Admissions and High School Relations Council, and (8) Chairpersons, Administrative Council.

Faculty Association committees include (1) Faculty Affairs, (2) Institutional Resources, (3) Grievances, (4) Student Affairs, (5) Improvement of Instruction and Services, and (6) Institutional Relations. (See Appendix I for all 1985-86 committees' memberships.

In addition to these two types of standing committees, the institution from time to time has ad hoc committees. In recent years these have included (1) salaries and benefits, (2) exigency plan, (3) Dobson selection, (4) Who's Who, (5) grade appeals, and (6) student discipline appeals.

Providing the foundation for a partnership between administration and faculty is the Faculty Association and its elected officers, the Faculty Senate. Association membership is voluntary rather than the original automatic status for instructors with a nine credit hour minimal academic responsibility or prorated equivalent, professional counselors, and professional librarians. Paid membership for the 1985-86 school year stood at eighty (78%).

NORTHEASTERN OKLAHOMA A&M COLLEGE
MIAMI, OKLAHOMA


NEO A&M Regents
President
Administrative Adv. Council
Faculty Association
Student Association
Administrative Assistant
Foundation & Scholarships,
High School Relations,
Public Information
V.P. for Fiscal Affairs
Chief Accountant
Financial Analysis
Accounting
Federal Grants
Business Manager
Systems Analysis & Control
Computer Center
Payroll & Benefits
Accounts Receivable
Switchboard
Personnel
Budget Preparation Supervision
Purchasing
Bookstore
Post Office
Print Shop
ustodians(Academic & Auxiliary
Physical Plant Maintenance
Director of Auxiliary Services
Student Union
Food Services
Linen Service
Vending
Grounds
V.P. for Academic Affairs
Dean for Admissions & Records
Admissions
Testing
Class Scheduling
Alumni
Institutional Research
Records
Veterans
Dean for Occup. Education
Division Chairmen
Department Chairmen
Faculty
Advisory Committees
Placement
Continuing Education
Academic Advisement
Instructional Plant Utilization Studies
Educational Programs Spec. New Construction
Division Chairmen
Department Chairmen
Faculty
Advisory Committees
Placement
Director of L R C
Assistant Director
Media Coordinator
Reference Librarian
Staff
V.P. for Student Services
Dean for Student Services
Financial Aids
Assoc. Dean for Student Services
Student Employment
Discipline
Housing
Counseling
Student Government
Student Activities
Organizations, Publications
Athletics
Student Health
Sports Information
Security
Traffic
Veterans

Approved by the Board of Regents for OSU & the A&M Colleges, July 20, 1986.

BEST COPY AVAILABLE

The respective body of the Association which makes recommendations to College administration is the Faculty Senate, composed of elected divisional representatives and elected Association at-large representatives. The Senate is charged with striving to advance the welfare and effectiveness of the College by serving as a channel of communication between faculty and administration.

The Senate, by initiative of the Association, makes recommendations on matters of interest to the Association and the institution. Subject to Association approval, the Senate may also act on matters delegated to the Association by the President and/or the Board of Regents.

Through the Association and the Faculty Senate, Northeastern Oklahoma A&M College faculty have input in the formulation, revision, and supervision of school policy. The Faculty Senate President is a member of the Administrative Council. The Faculty Association is also involved in the improvement of morale through informal communication channels and luncheons designed to enhance interdisciplinary understanding on campus.

c. Classified Staff

In the last decade, classified staff have been brought into campus governance with membership on certain institutional committees and participation in the inservice training sessions. This strengthens the commitment to the College Mission and Purpose by this segment of the institution's human resources as they see themselves as being a vital part of any campus concern and/or success. To emphasize and recognize continuing education, all staff having earned the associate and higher degrees will be listed in the 1986-87 College Catalog. Other efforts are made to enhance staff image by such actions as including classified staff as honorees of the annual retirement dinner.

d. Student Governance

Northeastern Oklahoma A&M College student government operates democratically, with advisement from faculty or administrative sources, and within a limited domain. Student leadership helps regulate campus organizations and activities through elective offices: Student Senate and Inter-Dorm Council primarily. Students also participate through their appointment to official institutional committees, providing for an expression of students' viewpoints in decision-making and policy formulation.

The Student Senate is the central point of campus activities including student governance. Officers elected for a one-semester term are the president, vice president, secretary-treasurer, and two senators-at-large. Fall semester officers are elected the preceding April and those serving in the spring term are elected during the second week of December. This provides for continuity, giving opportunity for student officers to be organized when a new semester starts. Each class also elects officers and two senators to participate in the Student Senate. Each campus organization, including dormitories, recognized by the Student Senate and the administration elects a senator and an alternate in order that representation on the Student Senate be campus-wide.

Open to all students and faculty, Student Senate meetings are held weekly. Various committees, established by the Senate, meet periodically to carry out functions delegated by the Senate. The Senate serves as the voice of the student body, giving students opportunity to express themselves and to work for definite goals. In 1985-86 thirty-five student organizations were recognized by the Student Senate.

An Inter-Dorm Council was constituted on April 3, 1972, to provide better communication and cooperation between resident students and administration. Issues relative to dormitory residents may be brought before the council for consideration. Membership consists of students who carry a minimum of twelve credit hours and live in one of the residence halls on campus. Members are elected by residents. Each dormitory is represented on the Inter-Dorm Council by its president, vice president, and one delegate or alternate from each floor in the dormitory. The Constitution and By-Laws of the Inter-Dorm Council, containing the duties of the officers, may be found in the files of the counseling complex, Dayle Creech Library-Administration Building.

B. STUDENTS

As an open-door, public-supported institution, Northeastern Oklahoma A&M College has a student body reflecting the social, economic, and cultural aspects of its "community". Changes in the student clientele are due to shifts in economic and social conditions in Oklahoma during the last decade. The changing mix of the student body shows only one dramatic decrease in percentage of enrollment; in the 1975-76 school year, Veterans accounted for 11.1 percent and this declined to 2 percent in 1985-86. Numerically, the decrease was from 373 to 43. Fall semester veteran registrations are reflected in the total head counts of 2,730 in 1975 fall semester to 2,545 in fall 1985. The decrease in those drawing Veterans Administration benefits was to be expected with the drastic changes in the G.I. Bill. In other categories the College has seen either slight gains or very small declines. Full-Time Equivalency (FTE) enrollment also shows the slight downward trend as the total FTE in 1975-76 stood at 2,345 and for 1985-86 totaled 2,245.

Many characteristics of the student bodies of 1975-76 and 1985-86 are quite similar. The median age was 19 and the mode 18 for both years. Caucasians made up 84.9 and 85 percent of the two survey years while Blacks gained from 3.7 to 6 percent of the enrollment. The percentage of International and Native American students declined. Dormitory residents made up 47.8 percent of the student body in 1975-76 and the figures were 46 percent a decade later.

One significant change is the percentage of sophomores compared with the freshman class size: the first-year students were 63.7 percent of the 1975-76 enrollment but only 58 percent a decade later. Increased emphasis on retention is reflected in the increase from 25.3 to 28 percent for the sophomore class of 1985-86 over the second year group ten years ago. Special students (Extended Day program and Community Service courses) grew from 11 to 14 percent of the enrollment during the decade.

High school graduates still make up the majority of those being admitted to courses, but a significant increase in those studying for "audit" is seen, up from .7 percent in 1975-76 to 11 percent of enrollments in 1985-86. Complete student profiles over the past decade are shown in Appendices E-1 and E-2.

C. FACULTY/ADMINISTRATION

Faculty members are the principal developers of the academic climate and curricula of Northeastern Oklahoma A&M College with control over subject matter, methods of instruction, and those aspects of student life relating to the learning processes. Standards for degrees are set by faculty who also determine when requirements are met.

Certain accountabilities of the instructional staff include selecting of textbooks and instructional materials, individualized advising on class schedules, periodic checks on progress of advisees, establishing of performance criteria for classes assigned, meeting classes, teaching students, evaluating student performance, assigning grades on the basis of student performance, providing sufficient out-of-class assistance to enhance student learning, and recording final student grades in a timely manner.

Continuing education has been a priority for Northeastern Oklahoma A&M College faculty over the decade. The Dobson Fund has assisted many faculty members. From the summer of 1974, a total of $152,913 in cash awards for summer study has enabled faculty to earn additional degrees and/or to update their knowledge in the teaching area (Appendix E-8). Since 1975, a total of 2,558 additional credit hours have been earned by faculty members (Appendix E-9). In addition, eight faculty have earned doctorates and ten have completed requirements for the Education Specialist degree.

Because of additional funding obtained from the State during the oil boom years, Northeastern Oklahoma A&M College has been able to add to the professional staff. From 109 members in 1975-76, the staff grew to 122 in 1985-86. This may well fluctuate in the period of severe cutbacks in State funding (Appendix E-10).

Stability of staff has become greater as indicated in charts showing age distribution and years at the College (Appendix E-11). In 1975-76 the age group 25-34 made up 28.4 percent of the staff while that category was only 19.7 percent of the 1985-86 professional staff. During that decade the percentage of 45-54 climbed from 18.3 to 33.6 percent. At the beginning of the study decade, those with 0-8 years on staff made up 65.2 percent but in 1985-86 was only 49.2 percent. This can be attributed to two major factors: increased compensation and benefits, and in very recent years to the lack of opportunity to obtain better employment in industry or business.

Salaries have climbed during the decade from a beginning (bachelor's degree with no experience) $9,100 to $21,550; the earned doctorate with top years on the scale (14) was $14,800 in 1975-76 and with extended steps on the salary schedule the top pay was $31,560 for a doctorate with 21 years service. In addition, the College assumed the Teacher Retirement payments for faculty during this period which amounts to (5% to a maximum of $25,000) $1,250 for most faculty (Appendix E-12).

Because of the changing times and the constant addition of new faculty, inservice training has been vital to the development of professional staff on campus. Each August a three-day faculty training/preparation time precedes the start of classes. Special topics are covered either by outside speakers or experts in the field from our staff. Such concerns as education law, development study techniques, and communication techniques have been introduced. During the school year, other special training has included such activities as CPR for all faculty and classified staff, assertiveness, time management, stress management, and personal health check-ups.

In addition to those learning activities on campus, faculty frequently attend state seminars and workshops for their specialities. Also, to the extent College funds permit, out-of-state meetings are attended by faculty.

With the adoption of a Performance Based Pay Plan (Appendix J) by the Board of Regents in 1986, faculty will be even more aware of increasing their knowledge in their teaching fields and in educational methodology as well as the need for sensitivity training for today's work with college students.

Orientation of new faculty begins with their arrival on campus in the fall and includes participation in the regular inservice activities. They are then given a guided tour of the campus by an administrator who details the diversity of Northeastern Oklahoma A&M College in function and who stresses the cohesiveness of the staff in striving toward meeting the College mission. Through informal coffee times in the faculty lounge, newcomers are given opportunities to visit with colleagues and participate in interdisciplinary discussions. A more intensive orientation for new faculty and staff is being planned for the fall semester of 1986 during which they will meet most or all of the other instructors in their office/building/laboratory in order to better understand how comprehensive the institution has become.

D. STAFF

The institution has an adequate number of classified staff in a variety of support positions, most having had several years of loyal service. Classified staff encompasses secretarial workers, campus security officers, maintenance and custodial workers, postal clerk, switchboard operators, resident hall parents or supervisors, and cafeteria workers. These staff are included in most of the inservice training offered faculty and are considered as vital parts in the success of the College. (Further discussion of numbers, salaries and benefits of classified personnel is found in Part IV, Chapter 2, section 1.)

E. ALUMNI

The several thousand individuals who have started their higher education goals at Northeastern Oklahoma A&M College form a basis of support for the institution, and the formal organization to utilize this support is the Golden Norsemen Alumni Association. Paid membership remains small, but work is expanding on obtaining more involvement in the organization by all former students.

A quarterly publication, Retrospect, is in its fourth year of informing these former enrollees of activities at the College and in the lives of alumni. Letters to all former scholarship recipients have been mailed in an attempt to obtain additional funds to support educational efforts of current and future students. With the addition to the administrative staff of a full-time development officer, more time will be devoted to creating more area alumni chapters throughout the State. Records are being computerized with additional information added to the alumni profiles to provide a base in future contacts for reunions and/or donations to special causes on campus. With additional emphasis on the value of alumni as recruiters and financial supporters, the Development Office anticipates a larger number of mailings and in the near future a phone-a-thon seeking assistance from alumni for whom current residential information is available. Updating addresses remains a constant concern in order that the mailings reach the maximum number of former students.

F. STRENGTHS, CONCERNS, AND PLANS FOR THE FUTURE

Human resources remain a major strength for the institution as highly qualified people serve in various positions throughout the College. Due to the instability and decline of State funding, some concern remains about the ability of the institution to retain and attract high-quality individuals. A continued commitment to utilizing as high a percentage of the budget as possible on benefits to employees is a primary plan for the future.

Great potential exists within the alumni body, but at this time this source of financial strength is just beginning to be reached. Should a significant number of former students become committed to annual giving to the Development Foundation, considerable achievements in scholarships and equipment purchases could be realized. Aggressive efforts to reach this group have been launched in a number of ways. (Chapter II, Section 4 on Foundation-Alumni, p. 35)

CHAPTER II

FINANCIAL AND PHYSICAL RESOURCES

A. FINANCIAL RESOURCES

1. Budgets

Perhaps best reflecting the "roller-coaster" funding from the State over the past decade is the College Business Office's reports regarding budgets. Several factors have impacted on Oklahoma's economy and led to uncertainty for decision-making on institutional budgets each year.

The pattern of spending (both amounts and areas of expenditure) shows how the oil boom provided increased funds, the oil bust produced severe cuts, a temporary boost from a State sales tax increase helped during the 1985-86 year, and it provides an indication of how the even more devastating reductions in the price of crude oil presents problems on anticipating income and planning for the late 1980's and early 1990's in Oklahoma higher education. Additionally, the State's agriculture base has been severely crippled along with the rest of the nation's farm states. With these two primary sources of income (energy and agriculture) for State residents dropping greatly, many related businesses and industries have gone into bankruptcy with resultant rises in unemployment. State revenues are projected at a shortfall of $467 million for the coming fiscal year (1986-87).

While this may appear to be overstating the impact of economic events, College officials participating in the institutional self-study must face the reality of what it means to be "State-supported" with no local funding base and impending reductions in the Federal funds available for education.

In addition to the bleak outlook for Oklahoma, Northeastern Oklahoma A&M College also faces the negative impact brought on by the closing of the BFGoodrich Miami plant which had previously meant employment for 1900 workers, many of whom had attended and/or sent their children to the College. This loss of the only major manufacturing company in the area also meant the College would no longer receive annual contributions of equipment, especially assistance with computerized instructional materials.

In addition, losses to the institution through the lowering of interest rates were also felt in the income of the Dobson Fund which now provides considerably less in scholarship funds. (See Appendix R-1 for actual expenditures and projected amounts to be available in 1986-87 and 1987-88).

a. Educational and General Budget

To assist in understanding the financial operations of the institution, three basic budgets will be discussed: Educational and General (E.&G.), Auxiliary, and Activities. The E.&G. Budget is funded by State Appropriated funds, tuition, and special fees. The Auxiliary Budget is basically determined by the revenues received from the dorm system (cafeteria, Bookstore, vending, and other miscellaneous accounts). The student Activity Budget receives revenues from student fees ($3.00 per credit hour) and income from campus activities.

Over the decade the total Educational & General Budget grew considerably, but with a decline in oil prices starting in FY 1982-83, State Appropriated Funds were decreased during the next two years, (Appendix R-2). The Table also indicates a decrease in funds from Federal sources. The State Appropriated Funds for the E.&G. Budget for FY 1985-86 reflect an anticipated increase from revenue generated by an increase in the State sales tax. Although fully funded for FY 1985-86, all institutions were instructed to "save" three percent from the FY 1985-86 (Northeastern Oklahoma A&M College's amount was $176,800) to carry over to FY 1986-87.

In recent years the Auxiliary Budget has been enhanced through increases in charges to students, and as a result, the College has been able to make some equipment purchases (especially vehicles) through this fund rather than out of the E.&G. Budget. This cost sharing has allowed administration to level out purchases in the most effective manner when one budget flourished over the years and the equalization efforts profited both aspects of the institution rather than penalizing one at any given date.

The Ten-Year Summary of Expenditures per F.T.E. (Appendix R-3) shows the same steady rise for several years then a temporary reduction. The institution had per capita funding of $1,119 on 2,345 F.T.E. in 1975-76's budget of $2,622,977. This rose to $2,770 per capita in 1982-83 before declining during the next two years.

Expenditures from the Educational and General Budget by object may also be studied in the tables in Appendix R4. Giving both the amounts and percentage of total budget for each item, the summary shows teaching salaries amounted to $1,234,838 in the 1975-76 year for 43.1 percent of the total budget, and the amount in 1985-86 was $2,845,250 or 42.5 percent of the actual E.&G. Budgets. One significant change over the years was in staff benefits as the College assumed considerable costs for each employee; benefits in 1975-76 totaled $153,819 or 5.4 percent of the budget, grew to $458,354 (8.8%) five years later, and rose to $741,622 or 11.0 percent in the 1985-86 budget. Other items showed an up-and-down pattern, again reflecting changing allocations from the State. Overall, the institution retained a fairly consistent approach to expenditures, attempting to keep the percentages fairly close to the previous years.

The trends for other professional salaries showed a rise from $290,952 or 10.2 percent in 1975-76 to $537,738 and 10.3 percent of the budget in 1980-81 and then to $877,195 and 13.1 percent for 1985-86. The reason for the increase in other professional salaries was the reclassification of some classified staff positions to the other professional category. For nonprofessional salaries and wages the College budgeted $508,323 or 17.8 percent in 1975-76, $828,461 or 15.9 percent in 1980-81, and proposed an expenditure of $1,110,724 or 16.6 percent for 1985-86.

Expenditures on equipment also varied from year to year depending both on the amount available through State funding and on what was purchased in preceding years. Needs in supplies and materials, repairs to buildings, etc. often take precedence over purchases of new equipment. In 1975-76, expenditures for equipment amounted to $200,938 or 7.0 percent of the budget, rising to $356,088 or 6.8 percent in 1980-81, then dropping to $108,391 or 1.6 percent in the 1985-86 budget. The purchasing of equipment has been postponed or eliminated in an attempt to deal with the uncertainty of State funding.

Supplies and materials in the E.&G. Budgets amounted to $156,697 or 5.5 percent in 1975-76, $288,460 or 5.5 percent in 1980-81, and $298,485 and 4.5 percent in 1985-86.

During the self-study of the Business Office operations, committee members compared Northeastern Oklahoma A&M College's E.&G. expenditures by budget function with all other State two-year colleges for four recent fiscal years (Appendix R-5). The comparative information covers eight functions: general administration, general expense, instruction, organized activities, extension and public service (involving only a tiny fraction of such budgets), libraries, physical plant, and data processing. Northeastern Oklahoma A&M College during the four-year period averaged above the State average (100%) slightly in instruction (103.1%) and libraries (105.9%), significantly in organized activities (231.8%), and exactly on the average in physical plant expenditures. The institution was below average on general administration (98.4%), general expenses (95.3%), extension/public service (7.8%), and data processing (50.6%).

b. Auxiliary

The second largest budget for the institution is Auxiliary funds, originating from student union fees, student payments for room, board, books, student union fees, and miscellaneous income. Expenditures are itemized in Appendix R-6 for the ten-year period since the last NCA visit. A steady increase is seen because of periodic rises in fees to reflect increases in costs for all aspects of this budget, with the exception of debt service, capital improvements, and minor items in other auxiliary areas.

To show the growth, a comparison of three base school years is examined more fully. In 1975-76, expenditures for the six categories showed $1,393,323 total, growing to $1,974,920 in 1980-81, and a budget of $2,724,599 total auxiliary in the 1985-86 year.

Itemized expenditures (Appendix R-6) also reflect a change in the reporting procedures. Debt service/capital improvements have recently been incorporated into the various categories where the expenditures were actually made (i.e. debt service or capital improvements on housing buildings are now reported as expenditures in "Housing").

c. Activity

The Activity Budget is funded from student fees based on enrollment credit hours and income from paid attendance at various events. The Activity Budget has also varied through the ten-year period, reflecting changes in Full-Time Equivalency enrollment and receipts from scheduled activities.

Appendix R-7 shows expenditures from the activities account for the three base years of study. A total of $172,268 was spent in 1975-76 with a breakdown of $72,973 or 42.4 percent going for athletics as the largest share of expenditures. The increases show $234,634 was spent for all activities in 1980-81 with 53.7 percent or $126,107 going for athletics. In 1985-86, an increase in the student activity fee from $2 to $3 per credit hour increased the total budget to $521,403. Of the latter figure, $249,329 went to athletics for 47.8 percent.

An examination shows growth in some areas such as band/music, parking, annual, and miscellaneous with a decline in the amount going to Student Senate, theatre, and newspaper. The miscellaneous category fluctuates annually because it includes summer camps (self-sustaining), cheerleaders, all campus clubs, sports information, Norse Stars, etc.

2. Scholarships

The scholarship fund is one of the underlying strengths of the College with chief emphasis on income from the Dobson Fund. In Appendix R-1, the total expenditures from Dobson monies shows the growth, then decline, in funds going to both student tuition awards and to faculty grants from 1969-70 (year of first income to the institution). From that initial amount of $20,000 for student tuition scholarships, the fund grew to a peak of $416,243.38 for scholarships and $20,108 for faculty awards in 1984-85. Total receipts from Dobson Funds through June 30, 1986 are $3,834,333.73.

Regents scholarships which are fee waivers funded through the Oklahoma State Regents for Higher Education grew from 100 awards for $23,894 in 1975-76 to 288 for $88,390 in 1980-81 and 281 for $93,768 in 1985-86.

The institution's total strength in scholarships awarded to students can be seen by examining the three base years. Including all grants (athletic*, Dobson, merchants, etc.), in 1975-76 a total of 1,034 scholarships worth $240,620 were given to worthy students; in 1980-81, a total of 1,063 students received $333,856, and in 1985-86 the figures were 1,363 students obtaining a total of $509,394.

Estimates of the income from Dobson Funds for 1986-87 ($300,000) and 1987-88 ($300,000) are shown on Appendix R-1 also to indicate the concerns faced by the institution as revenue is projected to decline significantly.

*Does not include room and board

3. Business Office

The Business Office supports the Mission and Purpose of the institution through a broad spectrum of operations with responsibility for fiscal affairs in student activities, auxiliary enterprises, academic programs, and administrative services. The financial management includes procurement of supplies and equipment, accounts receivable and collections, accounts payable, payroll and employee benefits, and inventory control.

The Vice President for Fiscal Affairs is directly responsible for internal activities including the physical plant, auxiliary enterprises (bookstore and food services), business office (accounting, purchasing, and preparation of the budget), printing, post office, and computer services. The external functions include reports to various governmental agencies, the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges and the Oklahoma State Regents for Higher Education.

In the day-to-day operation of the office, responsibility for various functions is divided among personnel. This is possible because of a stable work force with the average years of service being ten years.

Strengths in the Business Office also include internal control over cash such as receivables, utilization of the on-line computer facilities to more efficiently handle transactions involving students, and a flexibility within the staff to accept changes recommended by members of the NEO Improvement Committee and even in the last year by the cross-section committee working on the self-study.

Concerns continue over the amount of regulations and paperwork involved with State Government, compounded by inadequate funding from the State to efficiently carry out the Mission and Purpose of the College. Equipment needs to be upgraded to complete the conversion to a total on-line computer facility.

Plans for the future include updating equipment, computer systems, and the physical facilities to better serve students. The departmentalization plans call for the following categories: accounting procedures; financial statements, receivables, payables; purchasing and inventory control; personnel, payroll and data processing; budget and financial planning; and Business Office operations for student services. A long-range plan is to integrate a campus wide computer system to give all departments immediate access to their budget information, student profiles, and curriculum information.

4. Foundation-Alumni

Expected to be a vital part of financial resources within the near future is the Northeastern Oklahoma A&M College Development Foundation which has been incorporated since the last NCA visit. A full-time Director of Development is charged with obtaining grants and bequests from corporations, governmental agencies, and individuals. Several projects have been undertaken to produce funds from scholarships, equipment, and supplies as well as building a permanent endowment fund to support the College Mission and Purpose. Gift solicitations have been made through mailings to previous donors, former students, and other friends of the institution. Annual commitments to various aspects of the College, including academic divisions, athletics, scholarships, and special needs of updating equipment are being requested.

A plan is being initiated to enable faculty and staff to participate in giving to the Foundation. This payroll deduction plan is expected to be completed and approved in 1986-87.

Alumni are expected to be the main source of support over the long range as even small annual gifts from the several thousand former students would provide considerable assistance in providing quality education.

5. Needs

Viewed as both a short-range and a long-range need is increased State support for higher education and a greater commitment by its citizens to financing programs of study in Oklahoma by its citizens. Recent increases in tuition indicate students are assuming a higher percentage of their educational cost. The institution also needs to build a pool of donors who can provide funds to make the difference during times of cutbacks in State funding. These funds are needed to support the growth of excellence in teaching, in state-of-the-art equipment in all education areas, in maintaining an aging physical plant, and making major repairs on several buildings.

B. PHYSICAL RESOURCES

1. Plant

Land holdings of the College include some 140 acres of carefully landscaped campus plus a 200-acre farm which serves as an agriculture laboratory. Arranged on a mall concept, the campus provides easy access for students and staff as a number of parking areas are included. Classroom buildings are situated on the northwest section, housing complexes in the southwest area, and athletic fields on the east. The most recent purchase of land was 40 acres to the east of the main campus which now provides pasture for College cattle and the show barn. The holdings are sufficient for any future construction plans. A time frame of construction with costs for all campus buildings may be found in Appendix H.

The latest addition to the campus is the Health Sciences Building, housing classrooms and offices for Associate Degree Nursing, Medical Laboratory Technology, and Radiologic Technology. The facility was partially completed in 1984 with an addition one year later.

Considerable remodeling/renovation work has been accomplished since the last NCA team visit as the College utilized State money in Phase II work: remodeling Shipley, Copen, and Cunningham halls (classrooms) and additions to the Student Union building (new Bookstore, storage areas, etc.), new gymnasium (wrestling room) and the old gymnasium/auditorium were renovated to house the music recital hall and vocal music rooms.

Enhancing the learning environment, renovation is an ongoing process to keep an aging campus attractive to students. Each year expenditures are made for roofing and heating/air conditioning units, as well as improved sidewalks and parking lots.

Long-range plans for campus expansion include a proposed Computer Center and/or Management Information Facility, a Physical Education/Wellness Center complex, a building to house the mathematics and sciences division, additional student housing to allow for an honors dormitory or apartment complex, additional space for an art annex, an addition to the west wing of Copen Hall, a print shop/journalism complex, and renovation of the intramural gym.

2. Equipment

Of constant concern in an educational institution is state-of-the-art equipment in all fields of study. The institution attempts to equip laboratories and classrooms with those learning aids which prepare students for chosen occupations or lay foundations for further higher education. Under Phase II, acquisitions included equipment for the computer laboratory, health sciences, biological sciences, television production laboratory, and audiovisual department. In the summer of 1986, as a result of the NCA Steering Committee discussions, some $35,000 worth of computerized typesetting equipment was purchased for the journalism center. Future needs will include new computers and computer upgrading, robotics in some of the technical fields, and photography laboratory equipment.

3. Land

With the 140-acre campus and 200-acre farm, the institution is adequately endowed for growth, yet plans continue to be made for acquisitions in order to expand in the immediate campus area. Any property adjacent to College land which is placed on the market will be considered for purchase by the institution. Such property may be rented or leased until such time as new construction is economically possible. In 1984-85 the College purchased a corner lot and home across from Cunningham Hall. This property is currently leased to the Oklahoma Department of Mines.

C. STRENGTHS, CONCERNS, AND PLANS FOR THE FUTURE

Current holdings in both land and buildings present both a strength and a concern. As the campus ages, more funds will be needed for repairs, and as the College grows, more space will be needed for classes; thus, priorities must be assigned to immediate needs versus long-range plans for new buildings.

Further discussion of the various divisions' desired projects over the next decade may be found in Part VI and in the reports of curricular and functioning unit committees.

CHAPTER III

EDUCATIONAL PROGRAMS

A. INSTITUTIONAL STUDIES OF EDUCATIONAL PROGRAMS

1. Committee Reports

To obtain the best possible perspective of educational programs, two committees were appointed for each academic program and curriculum: an inhouse group composed of faculty members directly involved with the unit and a cross-section committee which was composed of faculty or staff from other disciplines (Appendix C and Document C). Each worked separately on a study of the problems and concerns and recommended plans for the future; then, the two committees met for a merged or comprehensive report to submit to the Self-Study Steering Committee.

Northeastern Oklahoma A&M College offers courses or programs of study to a very diverse student body; the range of educational programs is extensive. Therefore, the Self-Study Steering Committee held several luncheon meetings with Division Chairmen who presented combined reports from the inhouse and cross-section groups. These complete committee reports (Document C) are on file in the different division chairmen's offices and in the Office of the Vice President for Academic Affairs.

The institutional studies followed a form to be used by the Oklahoma State Regents for Higher Education (OSRHE) in the Institutional Review Process which will be scheduling each academic program for a review once every five years. Each chairman of either an inhouse or cross-section committee was given these review forms to follow in the self-study. The reasons for using these review forms were, first, their clarity and comprehensiveness which would prove most useful to those doing the self-study and, second, familiarity with the OSRHE viability studies forms which will be extremely helpful when the institutional personnel begin working with that review process.

Material to be included in these self-study reports by Committees included (a) purposes and/or objectives of the program, (b) analysis and assessment of the program's quality as reflected by former students, their employers, advisory committees, etc., (c) appropriateness of the program to the institution's mission, (d) number of majors (head count and FTE) in the program during each of the last three years and projections for the future, (e) size of specialized classes, (f) instructional costs, (g) number of full-time equivalent faculty in the specialized courses within the curriculum, and (h) the success of transfer students based upon grade point average comparisons, etc.

The committee concerned with curricular reports examined how each course filled either a major requirement, general education, service to other majors, or community service. By reviewing all programs, as will the Oklahoma State Regents for Higher Education, College staff became more aware of all the factors involved in determining whether programs and/or courses should be retained or dropped, especially in light of declining funding for the institution. Trends in enrollments were analyzed to note which programs showed growth, stability, or decreases in majors over the past few years.

2. Division Chairmen Reports

Beginning in February, 1986, chairmen of the seven divisions began making appearances before the Self-Study Steering Committee at the luncheon working sessions. They reported on findings from the inhouse and cross-section committees and then engaged in a question/answer period with members of the Steering Committee. Their reports are summarized:

a. Technology Division

The Dean for Occupational Education reviewed programs in the Technology Division, describing each, as will accreditation reviewers from the State. One of the strongest is the Associate Degree Nursing, now housed in the new Health Sciences building with considerable new equipment. Also in the new facility is Medical Laboratory Technology, a new program which fills a tremendous need in the area. The Radiologic Technology program, an Allied Health program, will be implemented when funds permit.

Computer Science continues to be a strong field with stable trends in enrollment and the recent purchase of an IBM 4361 gives additional strength to instruction. Computer and microcomputer laboratories are crowded but extended hours seem to be solving the problems.

Home Economics is facing concerns in personnel as the one-person program includes sewing, foods, and fashion merchandising. We need to seriously look at the need for the one faculty member to overlap in many areas. In addition, equipment is approaching the time of replacement.

Child Development is a self supporting two person program which utilizes an excellent child care facility plus expanded accommodations in Ables Hall.

Drafting and Design shows a downward trend in enrollment due to a need for state-of-the-art equipment. Computerization for the sophomore laboratory is a primary need.

Electromechanical serves as a support program to other technologies. A considerable amount of new equipment needs to be purchased to upgrade the program.

Electronics Technology requires constant upgrading of equipment, and with the increased usage by former BFGoodrich workers and students in the Panamanian Project, the program is in need of more computerized equipment in the near future.

Welding and Metal Work Technologies (welding and machine shop programs) are handicapped by a small and extremely crowded shop in which all welding equipment is utilized. The Machine Shop has equipment comparable to that found in small industry. Machine Shop laboratory space needs to be increased.

Refrigeration and Air Conditioning has a low enrollment and equipment is minimal. Needs include sufficient equipment and renovation of the laboratory to provide graduates for a field in which job opportunities and salaries are good.

Training of Automotive Technology students is enhanced by the use of up-to-date computerized equipment. New vehicles donated by major manufacturers are used in diagnostic and trouble-shooting exercises.

Construction and General Woodworking is a strong program with considerable enrollment by adults of the area. Needs include a drop ceiling throughout the shop and some new equipment.

For a more detailed report see Documents C-37 to C-55 and Appendices E-13 and E-14.

b. Engineering, Science, and Physical Education Division

The Chairman of the Engineering, Science, and Physical Education Division noted some of the strengths, concerns, and future plans for this division.

A Chemistry class designed for non-science majors has been added to the curriculum. With this addition, non-science majors have a choice of Chemistry, Astronomy, Geology, General Physical Science, or Physics to satisfy a physical science general education requirement.

In addition to the regular fall semester offerings, the Mathematics Department schedules Basic Mathematics, Beginning Algebra, and Intermediate Algebra midterm classes that start on the ninth week of the semester. Midterm classes are available to all students, but primarily for a struggling mathematics student to enroll in a lower level course without dropping their full-time student status. Mathematics placement continues to be a concern since students are frequently not able to complete the course in which they enrolled.

The Chemistry Department established a five-year plan to upgrade and update its educational delivery systems in the classroom and laboratory. The major portion of this plan involves microcomputers. The microcomputer will be used as an instructional aid (tutorial, problem-solving, skill-drill, etc.), for program development, record keeping, inventory control, control of hazardous materials and their disposal, and interfacing to laboratory equipment. When fully implemented, the plan would establish the College as a leader in this area and could easily set the standard for chemical education in two-year institutions.

A long-range plan of the division is construction of an integrated math/science facility. This would enable all disciplines in the division to utilize equipment, laboratories, and computers, thus enhancing offerings in all departments by centralization of personnel.

Several Physical Education courses have been upgraded to carry two credit hours. This was done, in part, so that transferring physical education majors could better satisfy major requirements. Long-range planning includes a Wellness Center to house physical fitness equipment, racquetball courts, handball courts, weight room, running track, etc. This center would be supervised by a professional staff and serve a variety of student and faculty needs.

For a more detailed report, see Documents C-24 to C-29 and Appendices E-13 and E-14.

c. Business Division

The Chairman of the Business Division discussed the second largest division on campus, comprising 22.1 percent of total Full-Time Equivalency.

Strengths in the division include working with senior colleges and universities to improve course transferability; requiring all business majors to have a Business Division advisor and to complete a program course outline; providing "drop-back" courses in accounting and shorthand to enable students to maintain their credit hours and to prepare to re-enter the more complex course.

Eight occupational programs are offered for students seeking immediate employment, and transfer programs are provided for those planning to continue their education at a four-year institution. The Associate in Applied Science Degree and a Certificate of Achievement are awarded for completion of an occupational program. A one-year Certificate of Achievement may also be earned in the occupational programs for those who enroll for refresher courses to enhance their employability.

The occupational programs are Accounting and Business, Management/ Marketing, General Secretarial, General Clerical, Medical Secretarial, Legal Secretarial, Banking, and Word Processing. Banking is a new program which serves area banking needs with the approval of the American Institute of Banking (AIB). Word Processing is the fastest growing program.

The Division needs to update current equipment by purchasing state-of-the-art typewriters and additional microcomputers. Additional classroom/ laboratory space is also needed.

Future plans for the Business Division include purchase of more microcomputers, with at least one microcomputer and dot matrix printer in each faculty office. The possible installation of a microcomputer laboratory to be located in Copen Hall and equipped with twenty to thirty microcomputers and printers could provide for the needs of a diverse student clientele.

The Division hopes to become more actively involved in the placement services for college graduates, providing information for all students whether transfer or occupational.

For a more detailed report, see Documents C-7 to C-13 and Appendices E-13 and E-14.

d. Communications Division

Programs included in the Communications Division are English, Speech, Drama, Journalism, Art, Technical Theatre, Community Journalism, Television Production, Elementary Education, Secondary Education, and Foreign Languages. The Chairman of the Communications Division met for two consecutive sessions with the Steering Committee to outline the functions and needs of the division as a service organization and as a multi-major educational unit.

Emphasis was placed on recruiting, repairs, equipment, and special programs. Prompt consideration of these needs in order to provide essential services to students was urged.

A recommendation was made that faculty be given sufficient time from "on-campus" duties to become more involved in recruiting prospective students. This additional effort could help stabilize the College's financial position by possibly increasing enrollment.

Repairs recommended for Shipley Hall and the Fine Arts Center ranged from major roof repair, painting, and carpeting to renovation or repair of several smaller items within each facility. Water damage from roof leaks was a primary concern for both facilities.

Equipment needs discussed included $150,000 for special classes, new facilities, and audiovisual equipment for the English Department, $120,000 for Television Production, $60,000 for a computerized lighting system for Technical Theatre, and $20,000 for stage repairs and replacements. Other costs would be additional faculty and paraprofessionals for special programs and laboratories.

Needs as presented by the Journalism Department resulted in the President presenting a recommendation to the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges during the April meeting for the purchase of computerized typesetting equipment for use in the fall of 1986. This indepth analysis of needs in the Journalism Department showed no new purchases for approximately eighteen years, while enrollment had climbed from seventeen majors in 1976 to 41 majors in the fall of 1985. Recommendations were also made for the employment of a paraprofessional to assist with sports information, photography, and supervision of the yearbook.

The Committee was informed that many of the divisional programs must make a "catch-up" effort to provide adequate service for students entering with educational deficiencies and that funding for special programs over the next ten years would be the real challenge. The major solution to problems would be to provide a "developmental semester" for those enrolling with a composite score of less than 14 on the ACT. Since Northeastern Oklahoma A&M College's mean on the ACT is 14.6, a great need for basic studies is indicated. The remedial semester should be the ultimate goal since it would provide opportunities for students to succeed early and to obtain foundations for completing degree requirements, regardless of semesters required.

Major problems within the Division, particularly in English, foreign languages, and international English, could be solved by providing pre-English courses and English Second Language programs and by establishing a language laboratory, a skills laboratory, and a traditional and computerized writing laboratory. Faculty and paraprofessionals would be needed for adequate development of these courses and facilities. This would be a major step toward the remedial semester.

Other discussion indicated the Art Department as adequate at present if roof repairs are made, but a long-range plan was recommended to add an additional 2,000 square feet for laboratory or studio space to meet needs for an increasing enrollment. Also, increased development of foreign languages was urged since more four-year programs are requiring one or more languages.

For a more detailed report, see Documents C-14 to C-23 and Appendices E-13 and E-14.

e. Social Sciences Division

Included in the Social Sciences Division are pre-law, psychology, social work, and social sciences. The Division Chairman emphasized strengths in highly qualified faculty and the transferability of courses to four-year institutions. Audiovisual equipment and the collection of tapes have been improved in recent years. Future plans include the acquiring and utilization of more microcomputers. Active recruitment of majors has been emphasized in some areas, especially in criminal justice, psychology, pre-law, and social work. Much of the Division's work is the offering of required courses such as political science and history.

Use of Dobson educational grants has been extensive in the Division and has helped in the upgrading of faculty teaching skills. Most of the faculty have studied during summers in order to improve the quality of instruction.

For a more detailed report, see Documents C-31 to C-36 and Appendices E-13 and E-14.

f. Fine Arts Division

An excellent student-teacher ratio is a major strength of the music program. This enables faculty to offer work to both majors and non-majors. This Division provides a variety of performing ensembles to give students opportunities and to also publicize the institution in area schools and before civic organizations.

The Division Chairperson suggested that adding a guitar program/ instructor would provide increased strength. The addition of the Jazz program during 1985-86 has attracted considerable interest and enthusiasm for the entire Division.

Some concerns include the lack of background/preparation of incoming freshmen and the need for equipment to offer current music trends training with computerized music and electronic music. Downward trends in enrollment in music (from 56 majors in 1980 to 26 in 1985) may be attributed to high schools cutting back on their programs and to a lessening of the aggressive recruiting needed to get members of the marching band and other groups.

The music program will undergo some changes in 1986-87 in order to accommodate incoming students who need Fundamentals of Music and other preparatory classes before entering major studies. Faculty are encouraging majors to plan on a three-year stay at Northeastern Oklahoma A&M College in order to earn all the credits possible in music as well as completing the basic requirements for graduation.

For a more detailed report, see Document C-30 and Appendices E-13 and E-14.

g. Agriculture Division

A growth in enrollment while experiencing a decrease in staff shows the long-standing strength and adaptability of the Agriculture Division, according to the Chairman. In 1981-82 agriculture majors made up 9% of the College's enrollment and 11% in 1984-85. In 1985-86 the faculty consisted of five full-time instructors but will decrease to four in the fall of 1986 with the deletion of the horticulture program. The Chairman pointed out that the Division would benefit from the employment of an instructor capable of handling agronomy, soils, and plant science classes.

Strengths can be seen in the pre-veterinary program because of the coordination with Oklahoma State University and the quality of entering students. Traditionally this program brings in students who increase enrollments in chemistry and the biological sciences.

Shifts in forestry and wildlife management enrollments occur because of overlapping requirements in the two majors and these may need to be totally combined. The forestry instructor was on sabbatical leave in 1985-86 and recruitment suffered. Active recruitment for this program will resume upon his return in the fall of 1986.

Farm and ranch management has seen a decrease in enrollment because of the severe economic picture for agriculture. This program contains non-transferable courses and in order to encourage majors to plan for an eventual B.S. degree, most freshmen are placed in a general agriculture major rather than the terminal programs.

The primary purpose of the College farm is to provide a practical experiences laboratory rather than being a profit-making operation. Some remodeling has been done at the farm and the basic needs appear to have been met. The College farm will change this fall from cropping to a total forage program.

The equine management program has been approved and when implemented should add 30 to 50 majors on campus. A rodeo arena was constructed with donated materials and labor. This will enhance both the rodeo team opportunities and the equine program of study. Annually the agriculture department conducts an Agricultural Interscholastics for FFA and 4-H students. This department effort greatly assists with recruitment of all majors.

The greatest need appears to be the implementation of a career and placement center to provide summer employment for students and then assist graduates in finding full-time employment.

For a more detailed report, see Documents C-1 to C-6 and Appendices E-13 and E-14.

3. Admission Requirements

A serious consideration for all involved in the self-study was the new admission requirements going into effect in 1988 in the State of Oklahoma. There will be three broad categories of admissions requirements: one covering the comprehensive universities, one covering the regional universities, and one covering the two-year colleges.

These new admissions requirements have also led to a realization that the two-year institution must be more active in providing a "salvage" function for those students who have not had necessary educational opportunities in high school or who have not taken advantage of opportunities which they had. The remedial or developmental programs for students entering with a 12 or less ACT composite score have been re-examined and several suggested changes have been considered. At the present time a transitional semester is being planned for the fall of 1986 to use for enrolling these academically deficient students in a number of zero level courses or remedial-type work to better prepare them for college courses.

Changes in clientele may be anticipated as the new admissions policy goes into effect and students who previously would have gone from high school to a university or four-year institution will now start higher education studies at the two-year college in order to make up high school curricular deficiencies. Thus, Northeastern Oklahoma A&M College may well see a much larger number of those with low ACT composite scores enrolling for one or two years. Review of course content will be a necessity in future years so that students will be able to truly "start where they are" as they enter college. Over a decade or so, however, the new tougher standards for high schools should lead to better prepared entering freshmen.

For some time administrators have been concerned about an improved working relationship with area high school faculty and counselors. One continuing effort is the annual dinner/drama hosted by the College for area high school superintendents, principals, and counselors which draws over 200 individuals who are influential in the decision-making process of high school seniors. Two years ago the mathematics and sciences faculty led in the formation of the Northeast Oklahoma Science and Mathematics Teachers organization which meets periodically to discuss mutual concerns of secondary and postsecondary instructors in these fields. The College hosts one of the eight meetings held during the year of the School Masters Association. This organization is composed of school administrators from the Oklahoma counties of Delaware, Ottawa, Craig, and Mayes.

4. Changes in Courses and Programs

Reviews of institutional programs have already led to the deletion of some programs as well as the implementation of new ones. Curriculum changes in occupational programs show the effects of continuing self-study on viability of each course. As changes occur in the economy, especially needs in industry and business, these constant checks on courses and graduates' successes will be vital for an institution seeking to offer excellence in educational opportunity. Of considerable value to the decision-making process regarding programs of study are the Occupational Advisory Committees.

In the decade since the last NCA accreditation team visit, programs have been added in Allied Health, a Television Production option to Community Journalism program, Equine Management (delayed by funding shortfalls), Horticulture, Medical Laboratory Technology, Postal Service Leadership, Radiologic Technology, (also delayed by no funding for equipment/personnel), and Banking. The Legal Assistant and Graphic Arts programs have been deleted.

5. Degrees of the College

Two degrees are offered by the institution: the Associate in Arts Degree primarily for those desiring to transfer to a four-year institution and fulfilling the requirements of an articulation policy among the State schools and the Associate in Applied Sciences Degree which includes general education courses and a block of 29 hours in an occupational speciality, eight hours in occupational support courses and six hours in occupational-related courses.

B. NEW TECHNIQUES AND INNOVATIONS

Since the logical follow-up to research studies is action, College personnel have developed a number of new techniques and innovations after some study of the student clientele or survey of what is needed after transfer or employment following graduation. One result is a Communication Skills Laboratory housed in the Learning Resources Center which provides writing assistance to enrollees in Freshman Composition (and other courses involving research papers), staffed by outstanding sophomore English majors. This has been a considerable help to instructors who can indicate on an individual's papers what special area of assistance they should seek in the laboratory. Since a large number of potential students indicate on the ACT that they need special help in writing, faculty felt this type of assistance would be the best for new students.. Peer tutors have worked quite well during the two years of operation.

The installation of a microcomputer laboratory has also been useful to both majors in the field and others taking computer science as a support course. The laboratory is heavily used this year and some indications of future planning for increasing the number of computers have been given by division chairmen.

Additional offerings to students through Telecourses have provided more flexibility to scheduling since these are offered three times a week on cable TV and the Oklahoma Educational Television Authority for student consumption.

They also provide additional learning opportunities in special fields which would be too costly for the institution to offer to just a very few students.

The sciences have updated the learning techniques to better serve students including Chemistry by computer and a complete Botany audiovisual program to assist students in self-paced learning opportunities.

Several faculty members have contributed to the overall production of usable knowledge for the two-year college student. Specially prepared laboratory or class manuals are printed in the College printshop and sold through the bookstore at low cost. Many of the faculty who have obtained Dobson Educational Grants for summer study have done research on the local students and thus provided background information for improved instructional materials and methods.

C. GRADE APPEALS PROCESS

Northeastern Oklahoma A&M College has established a clear, concise policy regarding evaluation and recording of grades (Document G) which includes a statement of the responsibility of each faculty member to communicate to students early in the semester a clear statement of the grading practices and procedures that will be used to determine the student's final grade. If a student believes in good faith those practices and procedures were not consistently and accurately followed in determining a final grade, the student has the right to appeal to the Academic Appeals Board if informal discussions fail to resolve the issue. The procedure for an appeal and the make-up of the Academic Appeals Board are articulated in the College Calendar and Student Handbook given to every student at the beginning of the school year. The Academic Appeals Board has the authority to instruct the Registrar to change a final course grade in the event it is determined that the grade was not assigned fairly within the grading system adopted and announced by the faculty member.

D. ADVANCED STANDING POLICY

The institution participates in the College Level Examination Program (CLEP), thus enabling students to gain advance standing credit by examination. The cost for a CLEP examination is $30. In those courses for which no CLEP examination exists, locally prepared Advanced Standing examinations will be administered at a cost of $5 per credit hour.

E. STUDIES

In an attempt to provide better self-evaluation for students, the College uses a nine-week grading policy which gives enrollees an opportunity to see progress or the need to withdraw from a class or classes before a semester grade is recorded. The institution tried a six-week reporting of grades but found considerable problems with identifying serious academic weaknesses that early and returned to the nine-week policy.

Evaluation of faculty by students has been on an individual option but will become a part of the Performance Based Pay to be implemented in the 1986-87 contracts. Included in the Northeastern Oklahoma A&M College Performance Based Pay policy will be evaluations by Division Chairmen/ supervisor along with the student evaluations and self-evaluation by each instructor/staff person. A "Merit Pay Parent Committee" has worked for approximately two years conducting studies on other institutional plans, and members have visited other two-year colleges to see what has worked effectively elsewhere.

The consensus is that this will do a great deal to improve instruction in all disciplines at the College.

F. STRENGTHS, CONCERNS, PLANS FOR THE FUTURE

Academic excellence continues to be a real strength in the institution. The faculty is highly qualified and many spend summers in formal study as indicated earlier. Professionalism in the classroom is evidenced by the success of graduates at transfer institutions or on the job. (See Appendices T8, T9, and T10)

Excellence in education is produced not only by outstanding faculty, but through utilization of up-to-date equipment in an adequate learning environment. Equipment across the campus may be viewed as a strength in some fields of study and as a considerable concern in others. Equipment is always of major importance in plans for the future in all divisions of study. The adequacy and condition of equipment varies from one academic program to another, and these disparaties must be addressed in the future.

The continuing education of faculty will be of considerable importance in the future as they come in contact with state-of-the-art equipment. Instructors will play a vital role in the planning for the next decade.

Funding for several programs will continue to be a major concern, as indicated in the Division Chairmen's reports. Plans for the future will depend to a great extent on the economy of Oklahoma and the success of the Northeastern Oklahoma A&M College Development Foundation.

CHAPTER IV

SUPPORT SERVICES

A. ADMISSIONS, RECORDS, AND ALUMNI

Totally involved with the institution's Mission and Purpose, the office of Admissions and Records has contact with prospective collegians as high school juniors and seniors, with currently enrolled students, and with alumni in transfer institutions and on the job. To reflect the growing importance of this College function, in 1984 the title for the individual heading this office was changed to Dean of Admissions and Records with responsibility flowing from the Dean to the Vice President for Academic Affairs.

Working closely with various departments, faculty members, and High School Relations personnel, the Dean/Registrar is engaged in recruiting students through a variety of activities including participation in on-campus promotions such as the Science Fair, Aggie Day, Craftsman's Fair, Health Career Day, Music Festivals, and the High School Basketball Tournament. Assistance with campus tours for visiting high school students and occasional trips to area high schools for College/Career Days are also a part of the total involvement in providing information to potential students. This year the Dean of Admissions organized two "NEO Informational Sessions" (one in the evening during the fall semester and one a few weeks later in the morning) to provide materials about occupational programs and to give unemployed persons of the area an opportunity to learn what the local College could offer them in retraining or a new job knowledge. These sessions were considered highly successful both on the basis of numbers attending and on the response from participants in enrolling in programs of study.

Considerable time during the school year is spent by the Dean in personal counseling with enrollees having some problem with classwork or questions about dropping or adding a class. The Dean/Registrar is also in charge of certifying eligibility for athletes and other students who participate in any College-sponsored activity. He thus works very closely with many students and faculty advisors/coaches during the school year regarding academic records.

The Dean is also responsible for interpreting and informing the campus about new Admissions Policies of the Oklahoma State Regents for Higher Education. The implementation of a faculty advising system was through the Office of Admissions and Records, with one purpose being a better understanding of student transfer needs and/or meeting requirements for a particular degree to which the student aspired.

This faculty advising system has been placed in operation since the last NCA visit and has achieved considerable success in assuring students of having proper counseling on any given degree and/or certificate program of study. The process begins when an individual files an application for admission and indicates a major field of interest. The Division Chairmen are in charge of selecting faculty to serve as advisors for majors in the various departments.

During one week in July the College holds pre-enrollment for incoming freshmen. At the beginning of each of the six days a short session is held so that the Dean and/or the Vice President for Academic Affairs can update advisors on closed classes or schedule changes. Concerns or problems which have arisen the previous day may also be discussed. During the day enrollees meet with faculty advisors in a one-on-one session to plan the first semester schedule of classes. The advisor has a folder presented by the student which has been prepared by the Office of Admissions and Records. This includes the high school transcript, the ACT profile, and any other pertinent records. The advising system has enabled the institution to have adequate numbers of properly prepared faculty on hand to give sufficient time for the enrollee to feel comfortable about his/her introduction to Northeastern Oklahoma A&M College. The faculty advisor retains the folder and as long as the student is enrolled (or changes major/advisor), follow-up reports are added to the packet. The advisor gets nine-week grades and semester grades in order to counsel with students during the semester and during pre-enrollment for the following semester(s). This personal attention/interest from faculty has been a large part of the institution's image during the last decade.

After the one week of intensive pre-enrollment, the residual registrations are handled by members of the College Counseling Department who then turn over the student folders to designated faculty advisors in the major field.

Of considerable assistance to both faculty and counselors in advising enrollees is the new catalog format which permits flexibility in planning the two years of work toward an Associate in Arts or Associate in Applied Science degree.

At some point in the third semester of a student's stay at Northeastern Oklahoma A&M College, the Dean schedules an interview to review courses taken and successful progress toward the degree as the College makes every effort to assure completion of all requirements by the largest possible number of students.

Just as the campus work of the Admissions and Records Office is ongoing, the involvement with other groups and individuals interested in education is a continuous process. The Dean attends meetings with other higher education institution leaders, working for better articulation agreements and understanding in order to facilitate student transfer to four-year colleges and universities. Meetings are also held with area high school principals and superintendents to obtain current information about their concerns regarding admissions standards and other regulations affecting the success of their graduates in attending college. Monthly meetings of secondary school officials from Ottawa, Craig, and Delaware Counties provide important insight into college planning for smoother transition from high school to the two-year college campus.

A final "public" which is part of the Admissions and Records concern is the alumni. In addition to providing copies of transcripts for transfer institutions and/or employers, the Dean is involved in the formation of new chapters of the Golden Norsemen Alumni Association in Tulsa and Bartlesville, with possibilities of new organizations in other cities across the State. Alumni records are now being computerized with additional information made possible on college majors, activities and achievements. With the hiring of a full-time person in the Development Foundation Office, more contacts with former students have been made possible. The alumni are considered a major source for new funds to provide scholarships and purchases of new equipment as well as build a permanent endowment fund for the institution.

All major activities through the office of Admissions and Records are designed to provide a more satisfying educational experience which will lead to a successful life for all students.

B. LEARNING RESOURCES CENTER

Bolstering the classroom activities, the College's Learning Resources Center supports the institutional Mission and Purpose through a variety of means and activities. So important is this facet of support services that the LRC has articulated the following "Mission" for personnel:

> The mission of the Learning Resources Center is to provide staff, information sources, equipment, facilities, and services which supplement the educational and leadership goals of this College. It accomplishes this by acquiring informational media in various formats; i.e., books, periodicals, film, video, etc., which enhance classroom instruction, offer the opportunity for cultural enrichment, enable career preparation, stimulate intellectual investigation, and develop general interests. The staff plans, identifies, and implements instructional methods which orient students and faculty in the use of the various materials and equipment available. Services include acquiring and using materials to support classroom assignments and educational research, producing classroom materials, supporting off-campus classes, providing continuing educational opportunities and informing faculty and administration of new educational technology which may be appropriate for use at this College.

The LRC's success in achieving its mission is reflected in recent surveys of both students and staff. (Appendices T1 and T4 and Part V, Chapter 5).

The value of the LRC is evidenced through the increased utilization by both instructors and students over the past decade. Total circulation increased from 84,009 in 1975-76 to 143,087 in 1985-86. (Appendix A Data Form E and Appendix X) In addition to College research concerning the quality of the LRC, comparisons with other Oklahoma two-year college institutions were obtained from Annual Report of Oklahoma Libraries 1985, published by the Oklahoma State Regents for Higher Education. State Regents' reports indicate that State funding has never been truly adequate for libraries; however, Northeastern Oklahoma A&M College does reflect prudent usage of funds available over the decade.

To compare college LRC's or library collections and services is difficult. Tulsa Junior College, with three campuses and a total book collection of 80,000 volumes and an FTE enrollment of 6,757, for example, differs greatly from the single campus of Seminole with a book collection of 25,866 volumes while serving an FTE of 936. LRC's providing a full range of library, as well as audiovisual services, obviously require more personnel to meet their goals. A differential in both numbers of students and faculty served and service hours can require additional personnel.

The statistics show, for 1984-85, Northeastern Oklahoma A&M College with 58,000 total volumes compared with a high of 80,000 for the three-campus Tulsa Junior College and 72,000 for Rose State (both large metropolitan schools with local tax base in addition to State funding). Northeastern Oklahoma A&M College ranked above Oklahoma City Community College's 30,000, Seminole Junior College's 25,866, Northern's 36,000, and Eastern State's 38,000 volumes.

In subscriptions to periodicals the College also compared favorably with other State two-year colleges LRC's, having 335 subscriptions to 481 for Tulsa Junior College, 555 for Rose State, 162 for Eastern State, 240 for Seminole and 224 for Northern.

In the State comparisons of FTE personnel, (professional and classified,) Northeastern Oklahoma A&M College had 10 individuals while Tulsa Junior College's three campuses had 51, Rose State 22.9, Oklahoma City Community College 21.5, Northern 2.9, Seminole 3.5, and Eastern 3.6. The State average for two-year colleges was 10.2. Colleges with similar operations average 26.4.

During the decade, the LRC has extended service hours and activities even though losing personnel. Additional responsibilities include supervision of the Communication Skills laboratory, microcomputer laboratory, talk-back television, telecourses, the campus learning channel (Channel 5), DIALOG database searches, and extended opportunities for area schools and the general public to use the resources.

1. Strengths

As indicated, the LRC has achieved an image of excellence over the past decade. The staff, although reduced in number, remains highly professional in responding to student and faculty needs. An Orientation program was developed by LRC personnel and is carried out each semester for all new students. Other special orientations are provided on request. The print collections (books and periodicals) are adequate for institutional purposes, having been carefully developed through faculty recommendation. The LRC also provides a full range of equipment for using the informational sources. A computer search service with more than 200 data bases available through a computer terminal provides additional sources of information. The LRC staff has held faculty inservice meetings to acquaint the faculty with the computer search service. The television services (Channel 5, talk-back, and telecourses) offer the widest range of televised learning possible for the viewing audience. Overall, during the decade the LRC has increased in abilities to serve the College Mission and Purpose.

2. Concerns

Among the growing concerns of LRC personnel is the aging of the audiovisual collection, much of which is outdated to the extent faculty no longer uses it. It is important that faculty be directly involved in the "weeding out" of old materials. Some areas of the book collections have also become outdated and this becomes most serious when viewed in the light of forthcoming budget cuts and the rising costs of individual books. Equipment is also becoming worn out requiring repair; other equipment is obsolete, and funding is not available for replacement.

Funding concerns cover not only the State budget but the loss of Federal Library Grants (phased out completely over recent years) and the loss of yearly gifts from BFGoodrich as the Miami plant closed. Perhaps better than any other area of the institution, the LRC shows what a pattern of erratic funding can do. Some years considerable money went to audiovisual purchases, other years none. Print resources reflect a similar up-and-down behavior in expenditures. It will become even more difficult to equalize purchases as funding decreases and the costs for books and other supplies continue to rise.

With the additional services and materials added to the LRC it appears more floor space, equipment, and personnel will be needed to adequately provide the support services faculty and students need. Space has also become a serious concern as the LRC has lost area to other services during the decade. Additionally, the acquisition of information sources, such as books and audiovisual programs, has nearly consumed the available space for their storage. It is estimated that within five years more book shelves and other means of storage will be needed. Adding book shelves can only be accomplished by reducing student reading space. At the present time there is seating for 202 students, plus conference areas, a quiet study, and an audiovisual room which is used during the day hours. Crowding is becoming more apparent with the addition of the Communications Skills and microcomputer labs and the use of conference rooms for classes.

Facilities face some needs as the lighting could be improved, and a portion of the roof is leaking. Heating and cooling needs to be better monitored for an enhanced learning atmosphere for students using the LRC. Carpet on the first floor will soon need to be replaced.

3. Plans for the Future

Over the next few years, the need for additional personnel will be addressed through the use of more work-study students and the hiring of at least two full-time staff. Needed repairs and physical reorganization of the facilities will be made within a one to two-year period.

More typewriters for student usage will be provided. More shelf space for book collections will be obtained through weeding of outdated materials. The present strengths of books, periodicals, and audiovisual collections will be maintained and improved as budgets allow. Additional shelving for resources will be needed as these are acquired and will involve the regaining of space currently used for laboratories. An automated system in circulation, cataloging, and acquisition needs to be considered when economically feasible.

Greater support for institutional telecourses will be provided to encourage study through this medium.

The institution and the LRC will participate in the developing State telecommunications network which will increase the availability of information for faculty, students, community, and administration.

C. STUDENT AFFAIRS

Consistent with the institution's Mission and Purpose, Northeastern Oklahoma A&M College provides a very broad range of services to students of all ages (many are available to faculty, staff, and the citizens of northeast Oklahoma). This report will attempt to address the functions and scope of work involved in the Office of the Vice President of Student Affairs, including the staff and their various responsibilities. Outcomes of their efforts will be covered in Part V, Chapter III. More details on each facet of student affairs can be found in Committee Reports (Documents F-11 to F-16).

1. Organizations and Activities

The Office of Student Affairs has the major responsibility to provide direct support services to students to assist them in becoming involved in the total educational mission of the College. This provision of the broad range of student services distinguishes Northeastern Oklahoma A&M College among State supported, two-year institutions in Oklahoma (and indeed in the region in many instances).

One strength of this Office is the organizational structure flowing from a philosophy of participatory learning as students have opportunity to serve their College and fellow students throughout the school year in a variety of ways.

Students can voice their opinions through the Student Senate, composed of elected officers and representatives from all recognized clubs, organizations, and dormitories. Meeting weekly, the Student Senate allows for a wide range of interests to be heard and debated, with checks and balances provided in the composition of the Senate. This group, through majority votes, communicates to College administration the concerns of the student body. Members of the Senate also serve on institutional committees, working with faculty and staff to clarify student positions on a variety of current issues.

From its budget allocation (from $3 per credit hour activity fee attached to tuition) the Student Senate provides a wide range of activities during the year, including movies, speakers, dances, concerts, religious emphasis week, talent show, and special events such as the Faculty-Student Mixer. One of the highlights of the Student Senate activities is the traditional annual Christmas Party for the area underprivileged children which has been personally sponsored by the students.

Providing a special voice for dormitory residents is the Inter-Dorm Council which includes elected officers and representatives from each campus housing unit. An active organization, Inter-Dorm Council assists with scheduling special dances and other housing activities such as Homecoming contests. Each dormitory has financing through the division of money obtained from rental of refrigerators. A part-time Activities Coordinator assists students in planning these events.

2. Housing

Campus housing for some 1200 students has been a major strength for the institution for two decades but has become a concern in recent years as no new facilities have been built to accommodate the rising enrollments reaching beyond dormitory capacities. Efforts continue to adjust housing to changes in student enrollments in order to provide the quality environment best suited to meeting the Mission and Purpose of the College. The assignment of three students to a room designed to accommodate only two persons has occasionally led to roommate conflicts and disciplinary problems within the residence halls. Northeastern Oklahoma A&M College now has permission of the Board of Regents to pursue possibilities of adding housing units, with primary emphasis on an Honors dormitory/innovative modular homes unit. With available funds each year (should such monies be obtained through gifts) modular homes will be purchased and placed in the area of the apartment complexes. Adjustments on the basis of enrollments have been possible in the three smaller dormitories. In the fall of 1984, the College converted a women's dormitory (Kah-Ne) to a football squad residence hall. In the fall of 1986 housing for members of the football and wrestling squads will be Dyer Hall, while Commons Hall will house only the baseball team. The men's basketball team will be housed in one wing of Russell Hall. This specialization will provide a stronger sense of involvement with a particular team or major interest. In addition to competition among dormitories in intramural sports, the housing residents are urged to greater academic achievement through a number of awards to the Halls achieving high cumulative grade point averages. The coveted Midnight Oil Award goes to the dormitory whose residents raise their midterm grades by the highest percentage in the final reports.

Housing rates at Northeastern Oklahoma A&M College are among the lowest in the state, comparing favorably with all types of institutions. Rooms are assigned on a first-come, first-served basis which encourages early applications and selection of roommates.

3. Counseling

Now centrally located, the Counseling Center offers an expanded range of services to all students. With the hiring of two new full-time and one part-time counselor in the fall of 1985, the Center staff is complete. The three new people included a Black counselor, a woman to serve as interim Counseling Coordinator, and a coach/counselor whose expertise in advising athletes has greatly facilitated the schedule preparation of this large group of students.

The primary responsibility of the Counseling staff is to undergird the College Mission and Purpose by providing informational services to all students to assist them in understanding, determining, and pursuing educational, personal/social, and career goals.

Several overall strengths are revealed in the present organization of the Counseling Department. The centralization of offices has made personnel much more accessible to students. Hours have been extended into the evening to make counselors and System of Interactive Guidance and Information (SIGI) available to evening students, community adults (especially the newly unemployed), and high school students seeking career information and/or counseling. With the leasing a few years ago of SIGI, an up-to-date career/vocational counseling is available on an individual basis. Value clarification and/or testing is provided through this equipment. A variety of interest inventories and personality tests are also available to individuals desiring knowledge of their occupational interests and personality traits.

Counselors are usually assigned to teach one course in their area of expertise. This teaching affords the counselors additional visibility with students and fellow staff members. With the beginning of the 1986-87 school year the Counseling Department will assume responsibilities for the Study Skills and Orientation classes to better provide students with these necessary basics for academic success.

Specialized counseling offered by the Center personnel now includes that for Internationals, veterans, older, nontraditional students, Blacks, Native Americans, athlete-scholars, and occupationally oriented students. Recognizing students have unique and individual needs, considerable referral work is done for students with serious (emotional and medical) problems.

Within recent years, an emphasis on special needs of women students (especially the nontraditional or "displaced homemaker") has been provided as more women from the faculty and community have become involved in providing a support system for enrollees. A great deal remains to be done in this area but advances can be seen. The Order of Freyja recognizes academic achievement by women in dormitories who earn a 3.5 or better GPA their first semester on campus. Such recent developments as special seminars offered the spouses of the unemployed (led by the director of the Child Development program and the Medical Laboratory Technology director) have shown possibilities for specialized services for women who are potential students. A need for these potential students is the provision of adequate child care during both day and evening hours.

International students have had special counseling for some years as they arrive on campus with many multi-cultural needs. Local and campus activities directed by the International Office have lessened the discomforts of "culture shock" created by the long distance from home. Long-range plans to reassess international entry English requirements and to re-establish a language "block of courses" have been hindered by the economic situation in Oklahoma.

A final service offered by the Counseling Center is the exit interview with those students withdrawing from College. Utilizing the information gained from these interviews is beneficial to the institutional planners by giving the reason for withdrawal. This information is computerized as need-to-know data for long-range planning committee members. Plans for the future include making this data available to the Counseling Department for faster statistical generation and retrieval.

4. Placement

Vocational or occupational assistance is provided through the office of Career Planning and Placement. A wide range of vocational testing and computerized information services is provided including the System of Interactive Guidance and Information (SIGI).

Budgetary and economic constraints have limited the job market, resulting in restricting employment opportunities. In the spring of 1986, a highly successful Health Sciences Career Day was held coordinated by the Placement Office in cooperation with the faculty of the Nursing and Medical Laboratory Technology departments. More than twenty prospective employers provided employment opportunities to students as a result of the Career Day.

The Placement Office provides resume' writing assistance and conducts Interviewing Technique Seminars to assist individuals in obtaining employment. The hours have been extended in this office in the 1986 spring semester to better provide for those unemployed through the closing of the Miami BFGoodrich plant and other businesses.

The major functions of the office continue to be providing information to students about the world of work and providing assistance and direction in matching student qualifications with job requirements. This is accomplished by assessing student employment needs and qualifications, thus creating a student availability data base that can be interfaced with prospective employer needs. A library containing a wide selection of informational materials is readily accessible to all students.

5. Intercollegiate Athletics

Intercollegiate athletics, perhaps more than any other one activity on campus, distinguishes Northeastern Oklahoma A&M College as Oklahoma's unique two-year college.

Varsity athletics began in 1920, which was only one year after the College was founded. At the present time the program consists of football, men's and women's basketball, men's and women's track, men and women's tennis (to be eliminated in the fall of 1986), cross country, softball, baseball, rodeo, and wrestling. A soccer program offers some limited competition on a club basis with area institutions. National recognition has been achieved in all of the athletic programs. In the 1985-86 school year the National Junior College Athletic Association's weekly polls rated football, women's basketball, wrestling, women's track, softball, and baseball in the top ten of the nation as all had outstanding seasons.

Intercollegiate athletics are recognized as an essential element of the growth of the student population and is essential for continued growth. Winning is important but is not the most dominating factor in the scheme of athletics. The sports programs were started for the purpose of serving students both as participants and spectators. Annually 350 to 410 students enroll at Northeastern Oklahoma A&M College to participate in practice and intercollegiate competition. Each sport was started as a request by students, and all are supported solely by student activity fees, gate receipts, and contributions. Students are admitted free to all campus athletic contests.

The Athletic Department is supervised by an Athletic Coordinator who is independent of the coaching staff. Scheduling is supervised by the Athletic Coordinator upon the recommendation of the respective coach of each sport. Schedules are within a regional basis with the exception of football. This team has to travel extensively to maintain a schedule.

Auxiliary groups such as the marching band, Norse Star drill-dance unit, and cheerleading squad provide entertainment and performance fulfillment for students and fans. Approximately 125 students participate in these groups each year. Additional performances by area public school groups are scheduled at College athletic events which help in student recruitment.

All varsity athletic teams have tuition scholarships granted to them. Opportunities to work for room and meals are also provided in some sports. The number of working scholarships include 33 in football, 12 in women's basketball, 12 in men's basketball, 7 in baseball, 3 in wrestling, 3 in softball, and 7 in women's and men's track.

Scholarships are also provided in related activities and/or organizations including Norse Stars, livestock judging team, rodeo team, marching band, and cheerleading squad. These programs are funded from the Activity Budget.

Emphasis on the scholar-athlete is seen throughout the athletic program as awards to the top graduates in each academic division shares billing with the athlete/scholar recognition to a male or female earning distinction both on a field of competition and in the classroom. (For a more detailed report, see Document F-14)

6. Intramurals

Not just a spin-off of the intercollegiate athletic program, but a separate entity on campus, the intramural activities include flag football, basketball, volleyball, softball, tennis, bowling, etc. A part-time staff member now handles coordination of the intramural program, obtaining officials, scheduling events, etc. In the fall of 1986, the activities coordinator and intramural director positions will be merged for a full-time position. (For a more detailed report, see Document F14.)

7. Security and Traffic

With an emphasis of "helping" rather than "policing" students, the campus Security Staff consists of three men. These individuals cover the campus during the hours of 5 p.m. to 6 a.m. and are on call at other times. They carry no weapons and any serious problems on campus are handled through calls to the Miami police. There is some concern over the lack of this assistance during the day hours, and future plans involve incorporating the security function with Traffic which has two part-time men on duty during the school day.

Traffic's basic duties include monitoring all parking lots and campus traffic. They assess and negotiate fines covering offenses in designated parking areas for faculty and students.

8. Financial Aids

Northeastern Oklahoma A&M College places considerable emphasis on its Financial Aids program. The Office of Financial Aids has the responsibility of the acquiring of funds from governmental sources and the awarding/disbursing of those funds to qualified students. The extent of service can be seen in tables in Appendix S1 showing the number of students and the amounts of Pell Grants, Vocational Rehabilitation Grants, Oklahoma Tuition Aid Grants (OTAG), Supplemental Educational Opportunity Grants (SEOG), Institutional and College Work-Study, National Direct Student Loan (NDSL), and Guaranteed Student Loans they received during the years 1975-76, 1980-81, and 1985-86.

The amount of College Work-Study, SEOG, and NDSL has remained fairly constant for the last five years. The dollar amounts of the Pell Grants and OTAG have increased, but not enough to compensate for no gain in the other Title IV Funds as the cost of higher education has continued to rise each year.

Of primary concern to the Financial Aids program is the dual problem of rising costs and the increasing number of student applicants who qualify for assistance. Because of the shortage of funds at the State level, Northeastern Oklahoma A&M College has not received an increase in funds for three years to help with Institutional Work-Study (State funds), making it impossible to allocate additional funds for jobs on campus and scholarships.

Efforts to provide more scholarship assistance have also been hampered as income from the Dobson Fund has steadily declined with the decrease in interest rates and crude oil prices (see Appendix R-1 for yearly reports on income in this Fund). Efforts have been made to attract the academically talented students, especially with the creation of the Dobson Presidential Scholars program. The number of these $1,200 annual grants has varied from year to year, but the program has been successful in drawing outstanding students to the institution. Other scholarships up to $800 per year are given by the College divisions to talented majors. At the present time the institution is coping with the economic crisis by asking more students to obtain Guaranteed Student Loans (8% interest) to meet their educational costs. Increased efforts to collect NDSL accounts (funds could then be used to help currently eligible students) have been made as the institution has employed an individual to work full-time in billing and collection work on NDSL accounts. It is in the interest of the College and students to be successful in its collection program. A billing agency has also been utilized in this effort.

To give an indication of the scope of the work in the Financial Aids office, statistics reveal that during 1984-85 school year, loans were made to 402 students in the amount of $434,580 and 3,739 different financial aids awards were made in the amount of $2,246,849 to a total of 1,667 students. This compares to the 1975-76 totals of 2,315 financial awards in the amount of $807,418 including loans, grants, scholarships, College Work-Study, and Institutional employment. (For a more detailed report, see Document F-15.)

9. Discipline

Discipline is also handled by the Dean of Student Affairs/Financial Aids Director. Policies and procedures regarding discipline are made available to all students at the beginning of the school term through distribution of the Student Handbook and College Calendar. The College's policies concerning student behavior are an educative and rehabilitative approach rather than punitive. Emphasizing assistance to students in their understanding and accepting responsibilities at the College, the policies take into account the interests of both the individual and the institution over infractions of regulations. The stated procedures include an appeal process through which a student obtains a hearing before a Committee on Student Conduct composed of students and faculty representatives. The student has certain basic rights during the process, including provision of information regarding charges, having an advocate speak before the Committee, presenting witnesses with relevant testimony, being notified of decisions, appealing the Committee's decision to the President, and finally appealing a decision to the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges for review. (For a more detailed report, see Document F13.)

10. Health Services

The College maintains a student health clinic for students with health problems. A Registered Nurse is on duty from 9 a.m. to 1 p.m. and on call at other times. She provides assistance for minor illnesses and injuries with referral duties on more serious problems.

11. Publications

Of primary importance to incoming students is the Student Handbook and College Calendar which contains all necessary information for a comprehensive understanding of the campus. Pictures of College officials the students will need to recognize are included along with information about fees, housing regulations, hours of major offices, disciplinary procedures and conduct regulations, intramurals, Learning Resources Center, etc. The Calendar carries major events scheduled in advance of the school year. A weekly calendar update is issued so students will know of any changes as well as providing a reminder of the upcoming events. The Office of Student Affairs is responsible for these publications.

Other publications of Northeastern Oklahoma A&M College are the responsibility of various departments. The most important of these, especially to the student and faculty advisor, is the College Catalog with a new format which simplifies the course requirements in a readily understandable manner. The Vice President for Academic Affairs is responsible for this publication.

Student publications include the Norse Wind (newspaper) and Viking (yearbook). News Of NEO is a newspaper/schedule issued by the High School Relations department and mailed to some 30,000 homes in the service area. Retrospect (alumni newspaper) and Foundation materials are prepared by the Development Office. Brochures are prepared by various departments and divisions as recruiting information to prospective students. The Sports Information office prepares Media Guides for the major sports. A Faculty and Staff Handbook is also printed each year to contain any changes in information. A list of all publications issued by the College Print Shop is shown in Appendix S-2.

To better facilitate procedures in the Print Shop and to better cope with financial problems with increased print demands, an Editorial Board was created by the President in the spring of 1986. This Board is charged with reviewing all proposed brochures and other materials submitted to the Print Shop by staff and faculty, proofreading copy, and compiling a master schedule for the following year from requests submitted to the Board in the spring by Division Chairmen.

11. Food Services

Serving some 1200 students, the institution's cafeteria is the primary responsibility of the Director of Auxiliary Services. Students have the option of purchasing either a 15- or 20-meal per week plan. Responsibilities of the Director of Auxiliary Services include the Student Union building, two snack bars, linen services, laundromats, vending machines in dormitories and classroom buildings, concessions at all athletic events, and catering meals for a large number of special College functions and area civic organizations.

In January, 1982, an addition costing $550,000 was completed and gave an expanded opportunity for student and faculty usage of the Student Union. A new faculty lounge area provides a quiet dining area for instructors and guests at noon, a coffee break space to encourage interdisciplinary visits, and a dining room which accommodates up to 45 for local organizations requesting dinner meetings on the campus. A T.V.-study room was created in the area previously housing the Bookstore which moved to an expanded section of the Student Union building. The study room is of special advantage for commuters during the day and is used for movies during evening hours. The ballroom remains a center for social activities of a larger nature, including the traditional school-opening reception and dance, Town and Gown Dinner, and weekly luncheons of the Rotary Club, Lions Club, and Faculty Thursday Get-Together. A recent development in Food Services is the $28, 14-meal ticket for faculty and staff to encourage these individuals to eat on campus for more visibility with students. This meal ticket has been very well received and has promoted considerable understanding among students, faculty, and staff.

Several changes in Food Services have occurred since the last NCA visit in addition to the expansion of physical facilities. The cafeteria now has an all-you-can-eat salad and dessert bar, soft-serve ice cream, a variety of soft drinks to go with milk and coffee, and a snow-cone machine to enhance the diners' menu each day. The cafeteria has also expanded its operating hours to give students a more flexible schedule to accommodate their class responsibilities. An early breakfast is from 6:45 to 8:45 a.m. with a late breakfast being offered at 9:00 to 9:30 a.m. Cost of meals remains low to make the College competitive with other institutions, but various attempts are made to make the students' dining experiences more pleasurable. Meals are nutritious and well-balanced, especially with the items on the salad bar. During the school year a number of "theme dinners" are planned, including different foreign specialities. Cook-outs planned each semester during ideal weather also give variety and provide an opportunity for faculty to mingle with students in a comfortable setting.

Flexibility in operating hours applies to the snack bars also as the Director attempts to anticipate student needs during special times such as finals week when students study much later into the night. Snack bar #2 is located in the basement of Dobson-Harrill Hall and is open from 9:30 p.m. to 1:30 a.m. in order to serve residents needing a break from bookwork.

Inservice training for all cafeteria personnel is held periodically. Last fall the Director had the State Health Department and State Department of Agriculture present seminars on a variety of topics dealing with foods. Both the Director and his assistant attend conferences on food services each year.

An added value in the College-operated food services is employment opportunities for students, especially with the increased usage of the ballroom for industrial meetings, organization parties, civic dinners, and high school prom/dinners.

D. AUXILIARY

1. Post Office

Serving the needs of both students and the institution's entire staff, the College Post Office is conveniently located in the Library-Administration Building. With the exception of very large bulk mailings, the personnel handle all mail leaving and entering the campus. Mailings of more than 200 pieces are bundled and delivered to the Miami post office.

Several strengths of the campus Post Office include its location, hours of service for the convenience of students, and trained personnel to provide efficient and friendly support for carrying out the Mission and Purpose of the institution. Mail is sent out daily with only those letters or packages brought in after 4:45 p.m. being kept overnight. Mail is in faculty and student boxes by 10:00 a.m. each day unless delayed by the delivery from the downtown office.

2. Print Shop

Contributing to the fulfilling of the Mission and Purpose in two primary ways, the College Print Shop serves as a teaching laboratory for students in Graphic Arts and supplies all facets of the institution with needed printed materials.

To better facilitate the meeting of printing deadlines and reduce pressures on Print Shop personnel, a Publications Committee was established by the President in the Spring of 1986. This group coordinates scheduling of printing projects and prepares a master schedule for the school year to give adequate lead time in the production of large job orders. The Committee is also responsible for proofreading of all major jobs and for maintaining a consistency among College publications. One standard letterhead has been adopted to reduce the workload during the coming year.

Some of the major concerns in the Print Shop are lack of manpower, equipment, and space. It is anticipated that with a coordinated system for printing, the workload will not expand and possibly even be reduced during the coming year. By anticipating printing needs on a yearly basis, the schedule will allow considerable work to be done in advance of deadlines and provide for some "rush jobs" during the year. Some improvement has been made in the last year with the transfer of the old typesetter to the Norse Wind office where students handle the work of the newspaper. The new typesetter for the Print Shop has provided an added benefit as it allows the permanent storage of material on disks which will reduce future typesetting by 50 percent or more on some jobs.

The major employee in the Print Shop is both a printer and graphic artist who serves as instructor/supervisor for students enrolled in the Community Journalism/Graphic Arts program. The dual duties have presented some problems in the past, but efforts are underway to solve these through better scheduling of student lab time to fit around printing jobs.

3. Bookstore

Vital to the Mission and Purpose of any educational institution is the providing of learning resources to students and staff. The College Bookstore in an expanded facility furnishes this service to Northeastern Oklahoma A&M College throughout the school year. The expansion to the Student Union building allowed the Bookstore to increase shelf space, storage areas, and office space for the manager.

At the beginning of each semester the Bookstore has additional employees to reduce the waiting in lines by students to obtain correct textbooks and other supplies. Employees know requirements for each course, thus preventing most of the errors students might make in selecting required and supplemental books. The Bookstore has also expanded service by accepting Visa and Master Charge cards.

The Bookstore also carries a wide assortment of items such as health care products, greeting cards, jackets, and shirts for gifts or personal use by students.

Plans for the future include the replacement of some display counters and the installing of more shelves in the storeroom for more efficient use of space.

PART V

ASSESSMENT OF OUTCOMES

CHAPTER I

HUMAN, PHYSICAL, AND FINANCIAL RESOURCES

This section of the self-study examines various assessment documents made of the institution's effort to accomplish its Mission and Purpose which were discussed at length in Part III. The quality of accomplishments will be shown in three basic areas: resources, educational programs, and support services. In much of the preceding narrative a considerable amount of "assessment" or evaluation of "how well we see ourselves performing" has been included. However, Part V will focus more completely on what clients have said about the College and an objective analysis of the various committee reports.

Several lengthy and openly frank discussion sessions were held by the Self-Study Steering Committee to examine data produced by the surveys of faculty, staff and students. These genuine self-examination meetings produced a great many positive ideas for the rewriting of the Long-Range Planning section of this Self-Study of Northeastern Oklahoma A&M College. The sessions also resulted in some immediate action on concerns expressed by faculty and students and thus were more than just formal exercises to meet NCA requirements. Institutional strengths were also identified. These are to be continued or expanded as a base for success over the next decade in which concerns will be corrected.

A. HUMAN RESOURCES

Faculty Senate surveys were made in 1984 and 1985 to provide assessment materials for the self-study. The initial attempt in November, 1984, to measure attitudes was a Likert instrument on leadership. Results (shown in Appendix T-1) reveal the institutional structure is seen as slightly "authoritarian or benevolent authoritarian," which typically reflects the two-year college approach of less-shared responsibilities for governance. The primary findings were concerns of faculty that administrators did not understand problems faced by faculty.

Surveys of faculty and staff a year later showed that the administrative image was still perceived as "authoritarian".

Human Resources received a very high assessment in the Faculty Senate survey as 76 percent said they "consider teaching to be my profession," with 65 percent saying "I have academic freedom in the chosen content of my classes," with 51 percent saying "I have a professional image"; 49 percent said "I consider my profession to be the discipline in which I instruct" while 44 percent gave high marks to the individual supervisor on "My division chairman is objective and fair in the supervision of the division."

Policy and decision making (governance) received low rankings also as only 6 percent felt "Two-way communication is present on our campus," while 8 percent said, "I have adequate input into College policy, such as drop and add procedure and student discipline." Two statements gaining only 9 percent approval were "Decisions concerning faculty resources, such as equipment and supplies, are made at the proper level," and "Equipment repair is available when needed." Also ranking fairly low with 10 percent approval were "The administration appreciates the job that I am doing," and "I have the opportunities for professional advancement at NEO."

An improvement in faculty assessment of the various facets of the College can be seen in the comparison of 1985 with 1986 survey results:

Faculty involvement in decision-making process for curriculum development - 74% in 1985, 78% in 1986 (T1 #9).

Faculty involvement through the Senate in policies affecting administrative and support staff - 47% in 1985, 64% in 1986 (T1 #11).

Faculty involvement in decisions that affect students, such as bookstore policies, student services and LRC - 47% in 1985, 65% in 1986 (T1 #12).

Faculty participation in planning for the future: facilities, fiscal, instructional - 47% in 1985, 58% in 1986 (T1 #13).

In reality a small group of individuals tend to run the institution - 80% in 1985, 74% in 1986 (T1 #20).

NEO personnel policies and procedures are flexible enough to meet individual needs - 68% in 1985, 81% in 1986 (T1 #21).

Administration has generally been supportive of new programs that faculty have proposed - 57% in 1985, 64% in 1986 (T1 #23).

Format of inservice programs - 56% in 1985, 75% in 1986 (T1 #36-40)
Topics presented - 59% in 1985, 72% in 1986 (T1 #37)
Program presenters - 61% in 1985, 73% in 1986 (T1 #38)
Time programs are scheduled - 52% in 1985, 67% in 1986 (T1 #39)
Promotion of programs - 50% in 1985, 67% in 1986 (T1 #40)

NEO administrative leadership is: good and excellent - 34% in 1985, 53% in 1986 indicating a 56% increase (T1 #44)

NEO academic leadership is: good and excellent - 59% in 1985, 61% in 1986 indicating a 3% increase (T1 #45)

NEO student affairs leadership is: good and excellent - 31% in 1985, 45% in 1986 indicating a 40% increase (T1 #46)

NEO fiscal affairs leadership is: good and excellent - 31% in 1985, 45% in 1985 indicating a 45% increase (T1 #47)

In general, faculty morale is high - 19% in 1985, 34% in 1986 (T1 #30)

In much of the respondents' attitudes could be seen the financial problems faced by the institution/State as money could solve most of the concerns such as salary, equipment and supplies, and the like. (For more details, see Appendix T-1).

On the bottom of the approval list for staff personnel were 2 percent ratings to "There is wide staff involvement in important decisions about how the institution is run"; "Students, staff, faculty, and administrators all have opportunities for meaningful involvement in campus governance"; and "A concept of 'shared authority' describes fairly well the system of governance on this campus." Gaining only a 3 percent approval was the statement "In general, decision-making is decentralized whenever feasible or workable."

Staff ratings for the three major areas of governance were a 9 percent approval for leadership in fiscal affairs, 12 percent in College administrative leadership, and 17 percent approval in academic affairs leadership. (For more details, see Appendix [illegible]-3).

PERFORMANCE BASED PAY

A Performance Based Pay Plan was developed by a faculty committee, approved by the governing Regents, and instituted during the spring of 1986. The following Table provides data by divisions as well as a summary for the College. The ratings are based on a 4.0 scale and as indicated in the Table, the teaching faculty received a combined rating (supervisor, self, and student) of 3.241. When supervisor rating based on the service aspect of the instrument is concerned, faculty received a 3.231 while they received a 3.308 from their supervisors on "activities." Self-ratings by the faculty were 3.310 while the students' adjusted average was 3.157. The reason for the adjusted average is that the top 10 percent and the bottom 10 percent were deleted from the student evaluations. Data for the divisional chairmen (3.533), administration [illegible] professional personnel in the LRC (3.546) and student services ([illegible]) and [illegible] administrative secretaries (3.519) is also contained in the Table. [illegible] respective overall rating is in parentheses. While students [illegible] of the faculty, the clientele of the division chairmen [illegible] the clientele of the administration were those people [illegible] to the respective person.

Current and past students were asked to respond to the quality of the three areas of Institutional [illegible] Resources, Educational Programs and Support Services. One cannot separate these three facets completely for the interaction is obvious [illegible] faculty and support services are excellent, excellence in educational programs will follow.

Evaluating the quality of instructors, the students showed great respect on all questions with the "almost never" bracket gaining a large mark (25 percent) in only "Instructors have been unable to explain something in a way I could understand it," a positive picture in itself as the question was the one negative one put in that section. Combining the "often" and "almost always" choices, student [illegible] were in the 70+ percent range, with the low "almost never" ranging from 5 to 10 percent. Other similar comments are found in the sections on educational programs and support services.

B. Financial Resources

Several factors have a [illegible] bearing on the image of Financial Resources at the institution. Limited funds create considerable discussion on campus by all groups: faculty, staff, students, and administration. Much of the negative assessments came because of factors over which the College had no control--State funding cuts, reductions in certain financial aids available to students, and declining income from the Dobson Fund for scholarships. These are reflected in responses on surveys of faculty, staff, and students.

A positive picture also emerged during the self-study process, however, as evidence of prudent management of available funds was shown in reports from

TABLE I

NORTHEASTERN OKLAHOMA A&M COLLEGE
PERFORMANCE BASED PAY PLAN 1985-86

DIVISION AVERAGES

DIVISIONAL		AGRIC	TECH	BUS	SOC SCI	COMM	F. A.	ENGIN	ALL
Supervisor Rating - Service	= 20%	3.357	3.018	3.528	2.960	3.622	3.893	2.981	3.231
Supervisor Rating - Activities	= 30%	3.431	3.102	3.781	2.813	3.708	3.680	3.147	3.308
Self Rating	= 20%	3.151	3.085	3.568	3.329	3.572	0.000	3.269	3.310
Student - Institutional Statements		3.016	3.120	2.843	2.664	3.002	3.327	2.738	2.926
Student - Division Statements		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Student - Faculty Statements		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Student - Adjusted Averages	= 30%	3.188	3.258	3.183	2.904	3.225	3.445	3.034	3.157
Overall Average Rating		3.313	3.130	3.496	3.017	3.526	0.000	3.102	3.241

NON-DIVISIONAL		CHRMN	ADMIN		LRC	STU SER	SEC	ALL
Supervisor Rating - Service	= 20%	3.982	3.799	= 28%	3.929	3.500	3.555	3.620
Supervisor Rating - Activities	= 30%	3.824	3.666	= 42%	3.962	3.319	3.555	3.402
Self Rating	= 20%	3.141	3.031	= 30%	3.958	3.395	3.435	3.187
Clientele Rating	= 30%	3.156	3.326		0.000	0.000	0.000	3.210
Overall Average Rating		3.533	3.283		3.546	3.392	3.519	3.365

the Office of the Vice President for Fiscal Affairs. Facets of the budget over which the institution did have control (how much is spent in what areas) reflect a much brighter image of these resources.

Financial Resources were the primary concern of faculty during the survey years as budget cuts had been made in all State agencies and there had been no salary increases for two years. In addition, the faculty had taught either a night class or summer session without compensation during the year prior to the survey. As a result zero percent felt "My salary increment raises have been competitive with other professions," and "The overload teaching assignments have enabled me to maintain the quality of my teaching and advising assignments." Only 2 percent agreed with the statements "The salary schedule at NEO includes adequate compensation for my service to the College," "The salary schedule at NEO includes adequate compensation for my experiences," and "I have been adequately compensated for my overload teaching assignments."

Of greater concern to the Self-Study Steering Committee was the assessment from students in 1985 and 1986. The survey instrument revealed student dissatisfaction with the "efficiency in Business Office personnel" of 20 percent in 1985 and increasing to 23 percent in 1986. While 14 percent were dissatisfied with the "fee payment process" in 1985, 15 percent expressed dissatisfaction in the 1986 survey. Check cashing policy showed a 9 percent dissatisfaction in 1985, increasing to 12 percent in 1986. The greatest problem appeared to be "attitude of personnel" as students indicated 27 percent dissatisfaction in 1985 and 35 percent in 1986. The process of handling work-study and financial aid received a 16 percent dissatisfaction rating in 1985 and 19 percent in 1986. Dissatisfaction with "room and board payment process" was 9 percent in 1985 and 10 percent in 1986. The economic status of students and their families had declined from 1985 to 1986 and contributed to the frustration level they were experiencing in the "money area" in the Business Office and Financial Aids Office. Methods to handle the situation were discussed. These responses were discussed at length in the steering committee meetings with a wide range of suggestions which are reflected in the Long-Range Planning Section on Financial Resources. The Committee recommended a two-day retreat for Business Office personnel and other clerical and secretarial staff be held in the coming year. Topics are to include stress management, time management, relaxation techniques, and wellness through nutrition and exercise.

C. Physical Resources

Evaluating their work environment, the faculty and staff gave a very favorable assessment of most aspects of the Physical Resources. Students were surveyed primarily about their campus housing buildings and indicated they enjoyed a "friendly and comfortable" setting for their educational experiences.

Reflected as strengths in Physical Resources by faculty were "Location of parking areas" (94%); "Adequacy of parking space" (91%); "Present fees" and "Attractiveness" (both 95%). Buildings were considered adequate in "Cleanliness" (83%); "Attractiveness" (89%); "Identification System" (81%) while recreational facilities were given high rankings of 77% for indoor facilities and 78% for outdoor facilities.

Faculty also gave good ratings to classroom facilities: "Availability" (83%); "Size and Shape for class needs" (84%); "Location relative to office" (80%); "Equipped for class needs" (69%); "Attractiveness" (79%); "Accoustics" (72%); and "Custodial maintenance" (70%).

Evaluating their offices, faculty gave 80+% ratings to "Size," "Attractiveness," "Office equipment," "Location in regard to teaching area," "Lighting," and "Mail service." Also ranking high were "Privacy for research and student counseling" (76%); "Telephone service" (78%) and "Custodial maintenance" (73%). The custodial services received a 90% rating for providing supplies upon request, 80% for promptness, and 72% for availability during the day.

Secretarial work areas received very high ratings by faculty with 85% saying "well-equipped" and "attractive" with 81% high ranking on availability to faculty and staff.

Conference and meeting rooms were also considered satisfactory as the faculty ratings were "Availability" 84%; "Attractiveness" 87% and, "Convenience of location" 80%.

During the Self-Study Steering Committee meetings the latter was discussed at length and was also determined to be an area of possible concern in the future. Plans were discussed to set up a special conference room for seminars and some small rooms for private interviews (especially for employers visting the campus).

Concerns expressed by faculty included heat and ventilation of classrooms and offices (over 40% dissatisfaction); snow removal or water drainage on sidewalks (38% unsatisfactory), and snow removal or water drainage in parking areas (24% unsatisfactory). Other areas included lighting on campus as 25% indicated almost never and sometimes "feel safe on campus." The Steering Committee indicated the need for the Maintenance Department to quickly complete the installation of outdoor lighting all across campus. Other recommendations for implementation in the one-year Long Range Planning was work on sidewalks, storage areas, temperature controls in offices and classrooms, roofing repairs, and improvement in custodial services for lavoratory facilities (the latter received a 29% unsatisfactory rating).

The responses on the survey of staff reflected ratings very close to those of faculty. Staff indicated higher dissatisfaction with adequacy of parking spaces (22%) and storage areas (37%).

Student evaluation of housing reflected more satisfaction than dissatisfaction in size of dormitory room (37% to 16% with 38% of the respondents noting "does not apply" since they were commuters). Other ratings included dissatisfaction with "cleanliness of restrooms and lounges" (18%), "Attractiveness of dormitory facilities" (18%), and "Attitude of housing personnel" (14%). Each of these areas showed improvement in the Fall 1986 student survey but are still of concern to the Steering Committee.

CHAPTER II

Educational Programs

Following the 1976 NCA reaccreditation report, the institution continued the process of self-study for the purpose of making needed changes to respond to student and societal needs. Best reflecting the results of this ongoing process of adjusting to changing needs in higher education is the institution's Educational Program. Courses have been deleted when out of date, and new programs and classes submitted to the Regents for approval as employment trends indicated their value to students. The Self-Study Steering Committee spent considerable time analyzing the enrollment and graduates by major to note trends which could be utilized in making the Long-Range Plans for the Educational Program.

A. STUDENT ACCOUNTING FALL 1984 to SPRING 1985 and FALL 1985 to SPRING 1986

The College has developed a program which tracks students by name in a given program. This is done for each of the 57 programs which the College has and provides the opportunity to determine the rate of success which individual programs have. These data are available with division chairmen and department heads. Table II is the composite data for the College as a whole and compares the students enrolled in the fall of 1984, what happens to them during that semester, and whether they re-enroll during the spring of 1985. These data are also available for 1985-86. Comparing the two years, there does not appear to be any major shift in enrollment patterns and success rates. At the bottom of the table is a summary which indicates what happens in the various categories in which students are placed. A slightly greater percentage graduated at midterm in 1985 than in 1984. This is also true for full-time stopouts. Part-time students had a lesser rate of stopout during 1985-86 perhaps caused by a more serious type of student coming as a result of the closing of the BFGoodrich plant and other related industries. Students also changed majors with greater frequency in 1985 and there were more new students, both full-time and part-time than in 1984. Re-enrollment of the full-time student was at a lesser rate in 1985-86 than in the previous year. This could possibly have been caused by shifts in economic structures of families due to economic conditions. The same is also true of a higher incident of withdrawals by full-time students during the fall semester of 1985.

TABLE II

STUDENT ACCOUNTING FALL 1984 to SPRING 1985 AND FALL 1985 to SPRING 1986

84-85	85-86		84-85	85-86
0014	(0021)	Graduate	0.4%	(0.6%)
0008	(0008)	Full-Time Stopout 1 Sem Obj Met	0.2%	(0.2%)
0003	(0003)	Full-Time Stopout 2 Sem Obj Met	0.1%	(0.1%)
0135	(0149)	Stopout Hours Greater Than 45	4.3%	(4.5%)
0177	(0245)	Full-Time Stopout Obj Not Met	5.6%	(7.5%)
0259*	(0344)*	Full-Time Changed to Other Major	8.3%*	(10.5%)
0269	(0252)	Part-Time Stopout	8.6%	(7.7%)
0195	(0240)	New Student, Full-Time	6.2%	(7.3%)
0259*	(0344)*	New Student, Major Change	8.3%*	(10.5%)
1345	(1200)	Continuing Full-Time	42.5%	(36.6%)
0106	(0156)	Withdrawal, Full-Time	3.4%	(4.8%)
0427	(0471)	New Student, Part-Time	13.6%	(14.4%)
0169	(0162)	Continuing Part-Time	5.4%	(4.9%)
0030	(0031)	Withdrawal Part-Time	0.9%	(0.9%)
3137	(3282)		100.0%	(100.0%)

*Not duplicated

SUMMARY

84-85	(85-86)		Full-Time	Part-Time
14/0.4%	(21)/0.6%	Graduate		
323	(405)	Stopout, FT	10.3% (12.3%)	
269	(252)	Stopout, PT		8.6% (7.7%)
259	(344)	Changed Major, FT	8.3% (10.5%)	
---	----	Changed Major, PT		----
195	(240)	New Student, FT	6.2% (7.3%)	
427	(471)	New Student, PT		13.6% (14.4%)
1345	(1200)	Continuing, FT	42.5% (36.6%)	
169	(162)	Continuing, PT		5.4% (4.9%)
106	(156)	Withdrawal, FT	3.4% (4.8%)	
30	(31)	Withdrawal, PT		0.9% (0.9%)
2242	(2366)	Full-Time	71.1% (71.5%)	
895	(916)	Part-Time		28.5% (27.9%)

B. DEGREES CONFERRED

Table III indicates the degrees conferred in the three selected years. The last year for which data are available from the State Regents Office is 1984-85. The Table indicates that the number of degrees awarded has decreased over the ten-year period. Whites have received approximately the same percentage of degrees, but there has been an increase in degrees awarded to Blacks, Hispanics, and American Indians. All of these trends reflect changes in the enrollment patterns.

TABLE III

DEGREES CONFERRED

	1975-76	1980-81	1984-85
Male	268	250	211
Female	211	227	219
Total	479	47[illegible]	430
White	N/A	86.2%	84.7%
Black	N/A	3.8	6.5
Hispanic	N/A	0.2	6.5
Asian/Pacific	N/A	0.2	0.5
American Indian	N/A	4.2	4.9
Non-Resident Alien	N/A	5.4	3.0

C. FOLLOW-UP OF GRADUATES BY GPA

The University of Oklahoma, Central State University, and Oklahoma State University supply data on students who transfer from the College. The data are in slightly different format for each institution but do make it possible to study the success rate of the College's former students. Tables IV, V, and VI contain data from these three institutions. These data concern those students who were enrolled in the senior institution during the spring semester of 1986.

1. The University of Oklahoma

Table IV is a summary of the three classifications of students who transferred to The University of Oklahoma: those who completed one to eleven hours at the College, 12-32 hours, and 33 and above hours. As indicated in the summary table the rate of success is greater for those students who earned 33 and more hours at this institution before transferring. The difference in the GPA that they leave the College with and their total GPA is (-0.41). The highest difference in GPA is for those students who take eleven or fewer hours. It would be beneficial to have data on students who enroll only at The University of Oklahoma and compare them to the graduates of the College.

TABLE IV
NORTHEASTERN OKLAHOMA A&M COLLEGE TRANSFERS TO THE UNIVERSITY OF OKLAHOMA
As of Spring Semester 1986

SUMMARY

Hours		Median Diff. NEO less OU	Range	Total Median GPA	Range
1 - 11	N=4	- 1.09	(+.28 to -1.48)	2.48	(2.99 to 1.68)
12 - 32	N=17	- 0.86	(+.89 to -2.26)	2.21	(3.61 to 1.62)
33 & Up	N=61	- 0.41	(+.50 to -1.79)	2.83	(3.73 to 1.64)

(For more information see Appendix T-8)

2. Central State University

TABLE V
NORTHEASTERN OKLAHOMA A&M COLLEGE TRANSFERS TO CENTRAL STATE UNIVERSITY
As of Spring Semester 1986

SUMMARY

Hours		Median Diff. Total GPA less NEO GPA	Range	Total Median GPA	Range
0 - 11	N = 2	-.25	(-.26 to .28)	2.10	(2.10 to 1.99)
12 - 32	N = 21	-.11	(+.83 to -.79)	2.41	(3.77 to .47)
33 & up	N = 39	-.09	(+ 1.68 to -.61)	2.76	(3.96 to 1.67)

(For more information see Appendix T-9)

Table V is compiled from data supplied by Central State University. They provide the total GPA which the transfer student has at the end of the spring semester 1986. In order to compare the rate of success the GPA of the same student at Northeastern Oklahoma A&M College was obtained and subtracted from the total GPA. For example, the first student listed had a total GPA of 2.10 in 60 hours. He left the College with a 2.36 in 11 hours; his grade point decreased by (-.26). As indicated in the Table above, those students who take 33 and more hours at the College do better upon transfer to the senior institution. Their GPA declines by -.09 while those who leave with 12-32 hours declines by -.11 and -.25 for those leaving with 0-11 hours.

3. Oklahoma State University

TABLE VI

NORTHEASTERN OKLAHOMA A&M COLLEGE
TRANSFERS TO OKLAHOMA STATE UNIVERSITY
As of Spring Semester 1986

SUMMARY

Hours		Median Diff.* NEO less OSU	Range	Total Median GPA	Range
0 - 11	N = 2	-1.80	(-1.80 to -1.91)	2.30	(2.30 to 1.89)
12 - 32	N = 53	-0.78	(+0.73 to -2.20)	2.48	(3.69 to 1.02)
33 & up	N = 318	-0.47	(+1.71 to -2.27)	2.72	(3.98 to 1.54)

*First Semester only
(For more information see Appendix T-10)

Oklahoma State University receives more of our transfer students than any other institution. The above Table indicates data for a total of 373 students. Our study of transfer students has been concerned with three institutions which have supplied us with data in somewhat different format. The major difference of the study from Oklahoma State University and that from The University of Oklahoma and Central State University is that the Oklahoma State University data are for only the first semester in which the student was enrolled at that institution. Traditionally the grade point average for transfer students declines during the first semester in which they are enrolled at the senior institution. This study needs to be followed with cumulative data on more than one semester at Oklahoma State University.

Even though the data are supplied in somewhat different format, it appears to reflect the same trends as those found in the data from The University of Oklahoma and Central State University. That is, the longer a student is at Northeastern Oklahoma A&M College the better his grade point average will be at the senior institution.

D. FOLLOW-UP OF STUDENTS BY STATE REGENTS' TRANSFER MATRIX

The State Regents for a number of years has been compiling transfer data on students from public and private institutions who transfer to public institutions. During the fall of 1984 former students (with and without degrees) of this institution transferred to: Oklahoma State University (178), Tulsa Junior College (127), Northeastern State University (87), The University of Oklahoma (31), Rogers State College (30), and Central State University (28), and to a lesser degree (10 or fewer students) to other of the 26 State institutions. In this list are two two-year colleges, Rogers State College at Claremore and Tulsa Junior College at Tulsa. This reflects the fact that former students who are employed in the Tulsa area, many of whom have bachelor's degrees, are returning to school for retraining.

E. TRENDS IN ENROLLMENT AND GRADUATES

Tables VII and VIII contain data on the FTE enrollment in non-occupational programs and occupational programs for selected years. Analysis of the Tables indicates some shifts in enrollment patterns. While many showed up-and-down patterns, this study primarily concerns the overall shift from 1975-76 to 1985-86. The enrollment of the College decreased by three percent. Therefore, a "normal" program would have had a decrease of three percent. Those having a greater decrease than that are outside the norm as are those which indicate any increase. Explanations on why some programs gain or lose by significant amounts need to be given. A large shift is sometimes caused by advisors changing computer code patterns rather than a real change in majors. For example, the decrease in secretarial science (-70.9%) and accounting (-26.9%) on the Occupational Table is reflected in an increase in business administration (175.5%) found on the Non-Occupational Table. Another explanation is that changes occur within divisions and departments in occupation or non-occupation categories. For example, the home economics-vocational (-49.3%) decrease largely indicates a shift with enrollment to fashion trades (+141.9%) and hotel-motel management (+106.7%).

Table VII indicates the data for the non-occupational programs. Those experiencing large increases are English, Arts and Sciences (716.7% increase), business administration (175.5%), journalism (57.8%), pre-law (37.7%), psychology (29.8%), HPER (29.6%), and agriculture (23.1%). The first two are unusual and need explanation. Since 1975-76 the College has placed all non-majors in the English, Arts and Sciences program while previously they were placed in the programs in which they might enroll. Much of the increase in business administration is caused by a change in coding accounting majors (-27.9%) and a shift of students away from secretarial science (-70.9% decrease) into business administration. Those programs having a significant decrease during the decade were geology (-75.3%), home economics transfer (-70.9%), biological sciences (-65.1%), speech (-60.2%), drama and theatre (-57.0%), pre-professional medicine (-56.5%), physical science (-55.7%), music (-52.4%), social science (-42.6%), social work (-41.0%), and wildlife conservation (-40.9%). Overall, enrollment in non-occupational programs increased by 16.4%.

Those occupational programs (Table VIII) which experienced considerable growth during this time are community journalism (419.2% increase), fashion trades (141.9%), aviation (76.5%), electromechanical (70.0%), and electronics (36.8%). Other programs increased, but at a lesser rate. Those programs experiencing a significant decline during this period of time were technical theatre (-97.5% decrease), general technology (-80.5%), secretarial science (-70.9%), home economics-vocational (-49.3%), farm and ranch management (-44.2%) construction (-44.2%), marketing and mid-management (-41.0%), criminal justice (-32.6%), Associate Degree Nursing (-28.3%), and accounting (-26.9%).

Criminal justice, even though having a decrease in enrollment, still remains healthy and runs counter to both the national and State trends for that program. The decrease in Associate Degree Nursing is largely created by a decrease in the number of students taking courses while waiting to be admitted to the program. Programs which were not in existence in 1975-76, but which reflect FTE in 1985-86 are allied health (17.3) and Medical Laboratory

Technology (25.8). Overall, the enrollment decreased in occupational programs from 1175 FTE to 913 FTE, a decrease of 22.3 percent.

TABLE VII
F.T.E. In Non-Occupational Programs

Program	1975-76	1980-81	1985-86
Agriculture	131.73	122.20	162.10
Art	32.83	15.60	33.20
Biological Science	32.10	11.70	11.20
Business Administration	104.90	134.10	289.00
Drama & Theater	23.97	27.40	10.30
Education, Elementary	68.80	86.40	56.70
Education, Secondary	44.47	37.30	25.90
Engineering, Pre	119.40	96.60	92.10
English, Arts & Science	26.07	199.40	212.90
Foreign Language	4.07	0.00	0.00
Geology	8.90	10.00	2.20
Home Economics - Transfer	39.87	25.50	11.60
Journalism	17.17	71.80	27.10
Law, Pre	19.90	23.60	27.40
Music	56.13	46.40	26.70
Philosophy	1.17	3.20	1.20
Physical Education & Recreation	113.30	118.20	146.80
Physical Science	9.93	13.80	4.40
Pre-Professional Medicine	121.53*	53.20	52.90
Psychology	30.97	25.50	40.20
Social Science	106.07	37.70	60.90
Social Work	14.57	9.10	8.60
Speech	15.57	9.40	6.20
Veterinary Medicine, Pre		12.40	30.80
Wildlife Management	15.57	7.20	9.20
Non-Occupational Total F.T.E.	1,158.99	1,197.70	1,349.60
Non-Occupational % of Total F.T.E.	49.7 %	54.20%	59.60%

*Veterinary Medicine, Pre - included

TABLE VIII
F.T.E. In Occupational Programs

Program	1975-76	1980-81	1985-86
Accounting	92.60	89.40	67.70
Air Conditioning	12.73	14.50	10.30
Allied Health	0.00	12.20	17.30
Automotive Technology	39.83	34.10	30.60
Aviation	1.53	5.50	2.70
Child Development	35.67	29.30	31.60
Community Journalism	7.03	0.00	36.50
Computer Science	80.57	153.40	99.70
Construction	33.87	29.10	18.90
Criminal Justice	96.40	47.70	65.00
Drafting & Design	51.50	48.80	55.00
Electromechanical Technology	9.00	2.70	15.30
Electronics Technology	46.87	62.30	64.10
Equine	0.00	0.00	0.00
Farm & Ranch Management	34.03	15.50	19.00
Fashion Trades	12.07	12.10	29.20
Forestry	13.40	17.30	16.30
Graphic Arts	0.00	1.20	0.00
Home Economics, Vocational	15.37	1.20	7.80
Horticulture	0.00	13.10	3.00
Hotel-Motel Management	6.53	5.00	13.50
Inhalation Therapy	1.07	0.00	0.00
Legal Assistant	0.00	0.00	0.50
Legal Secretary	17.27	16.40	19.10
Machine Shop	6.07	12.30	7.10
Marketing & Mid-Management	43.40	38.40	25.60
Medical Laboratory Technology	0.00	0.00	25.80
Medical Secretary	19.33	18.10	19.40
Nurse Assistant	4.23	0.00	0.00
Nursing, Pre	66.77	55.10	55.90
Nursing, Associate Degree	74.07	77.90	53.10
Postal Service Leadership	0.00	0.00	0.00
Radiology	0.00	0.00	3.00
Secretarial Science	231.83	156.70	67.40
Technical Theater	16.07	7.90	0.40
Technology, General	89.70	19.90	17.50
Welding	15.80	13.70	14.90
Occupational Total	1,174.60	1,010.80	913.20
Occupational % of Total Enrollment	50.30%	45.80%	40.40%

Table IX contains enrollment data by academic divisions. Shifts within departments and division are more easily observed than viewing the data as to "non-occupational" in Table VII and "occupational" in Table VIII. The Agriculture Division increased its share of the total FTE enrollment from 8.3% in 1975-76 to 11.0% in 1985-86, and Communications increased its share from 11.0% to 18.0% (without a reclassification on non-majors to English, Arts & Sciences the division would have had a decline). The Business division remained the same (22.0%) during the time period. Engineering, Sciences and HPER declined from 17.4% of the total FTE to 14.0% (indicating a decline of international students majoring in Engineering), Fine Arts from 2.4% to 1.0%, Social Science from 11.5% to 9.0%, and Technology from 27.5% to 26.0%.

TABLE IX

FTE BY DIVISION

ivision Program	1975-76 FTE (30)	1980-81 FTE (30)	1985-86 FTE (30)
Total	2,333.60	2,208.50	2,262.80
GRICULTURE			
griculture	131.73	122.20	162.10
quine	0.00	0.00	0.00
arm & Ranch Management	34.03	15.50	19.00
orestry	13.40	17.30	16.30
orticulture	0.00	13.10	3.00
eterinary Medicine, Pre	0.00	12.40	30.80
ildlife Management	15.57	7.20	9.20
Division Total	194.73 (8.3)	187.70 (8.0)	240.40 (11.0)
USINESS			
ccounting	92.60	89.40	67.70
usiness Administration	104.90	134.10	289.00
egal Assistant	0.00	0.00	0.50
egal Secretary	17.27	16.40	19.10
edical Secretary	19.33	18.10	19.40
arketing & Mid-Management	43.40	38.40	25.60
ostal Service Leadership	0.00	0.00	0.00
ecretarial Science	231.83	156.70	67.40
Division Total	509.33 (22.0)	453.10 (21.0)	488.70 (22.0)
OMMUNICATIONS			
rt	32.83	15.60	33.20
ommunity Journalism	7.03	0.00	36.50
rama & Theater	23.97	27.40	10.30
ducation, Counseling	2.00	0.00	0.00
ducation, Elementary	68.80	86.40	56.70
ducation, Secondary	44.47	37.30	25.90
nglish Arts & Science	26.07	199.40	212.90
oreign Language	4.07	0.00	0.00
raphic Arts	0.00	1.20	0.00
ournalism	17.17	71.80	27.10
peech	15.57	9.40	6.20
echnical Theater	16.07	7.90	0.40
Division Total	258.05 (11.0)	456.40 (21.0)	409.20 (18.0)

TABLE IX (CONTINUED)

FTE BY DIVISION

Division Program	1975-76 FTE (30)	1980-81 FTE (30)	1985-86 FTE (30)
ENGINEERING, SCIENCES, AND HPER			
Biological Science	32.10	11.70	11.20
ngineering, Pre	119.40	96.60	92.10
eology	8.90	10.00	2.20
Physical Education	113.30	118.20	146.80
hysical Science	9.93	13.80	4.40
re-Professional	121.53	53.20	52.90
Division Total	405.16 (17.4)	303.50 (14.0)	309.60 (14.0)
INE ARTS			
usic	56.13	46.40	26.70
Division Total	56.13 (2.4)	46.40 (2.0)	26.70 (1.0)
OCIAL SCIENCE			
riminal Justice	96.40	47.70	65.00
Law, Pre	19.90	23.60	27.40
hilosophy	1.17	3.20	1.20
sychology	30.97	25.50	40.20
Social Science	106.07	37.70	60.90
Social Work	14.57	9.10	8.60
Division Total	269.08 (11.5)	146.80 (7.0)	203.30 (9.0)
TECHNOLOGY			
ir Conditioning/Refrig.	12.73	14.50	10.30
llied Health	0.00	12.20	17.30
utomotive Technology	39.83	34.10	30.60
viation	1.53	5.50	2.70
hild Development	35.67	29.30	31.60
omputer Science	80.57	153.40	99.70
Construction	33.87	29.10	18.90
rafting & Design	51.50	48.80	55.00
lectromechanical	9.00	2.70	15.30
Electronics	46.87	62.30	64.10
ashion Trades	12.07	12.10	29.20
ome Economics	39.87	25.50	11.60
ome Economics, Vocational	15.37	1.20	7.80
otel-Motel	6.53	5.00	13.50
nhalation Therapy	1.07	0.00	0.00
achine Shop	6.07	12.30	7.10
edical Technology	0.00	0.00	25.80
ursing Assistant	4.30	0.00	0.00
ursing, Associate Degree	74.07	77.90	53.10
ursing, Pre	66.77	55.10	55.90
adiologic Technology	0.00	0.00	3.00
echnology, General	89.70	19.90	17.50
elding	15.80	13.70	14.90
Division Total	643.19 (27.5)	614.60 (28.0)	584.90 (26.0)

Table X indicates the trends as to graduates. When a division's percentage of the total graduates is considered, Agriculture (from 11.9% to 12.4% = +0.50), Business (from 24.2% to 25.3% = +1.1), Communications (from 11.9% to 13.7% = +1.8), Engineering, Science and HPER (from 11.0% to 13.2% = +2.2), and Technology (from 26.2% to 26.4% = 0.2) experienced an increase. Fine Arts (from 3.3% to 1.1% = -2.2) and Social Science (from 11.1% to 8.1% = -3.6) had decreases.

TABLE X

DATA FORM F

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		1975-76	1980-81	1985-86
Agriculture	Agriculture	30	24	24
	Animal Science	9	4	6
	Forestry	1	3	5
	Horticulture	0	5	1
	Ranch Management	0	1	6
	Vet. Medicine, Pre	10	3	4
	Wildlife Management	4	0	0
	Division % of	(455)	(472)	(372)
	Total Graduates	11.9%	8.5%	12.4%
Business	Accounting	27	17	11
	Business Admin.	28	21	52
	General Business	28	4	0
	Legal Secretary	3	3	2
	Marketing & Mid-Mgmt.	11	5	8
	Medical Secretary	3	3	4
	Secretarial Science	10	13	15
	Division % of	(455)	(472)	(372)
	Total Graduates	24.2%	14.0%	25.3%
Communications	Art	9	4	6
	Community Journalism	0	0	5
	Drama & Theater	9	4	0
	Education, Counseling	2	0	0
	Education, Elementary	17	16	14
	Education, Secondary	3	4	5
	English Arts & Science	4	15	15
	Foreign Language	1	2	0
	Journalism	5	6	5
	Radio/TV Communications	2	3	0
	Speech	2	0	1
	Technical Theater	0	1	0
	Division % of	(455)	(472)	(372)
	Total Graduates	11.9%	11.7%	13.7%

TABLE X (CONTINUED)

DATA FORM F

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		1975-76	1980-81	1985-86
Engineering, Science, & Physical Education	Biology	4	0	4
	Botany	0	0	0
	Chemistry	1	0	0
	Geology	1	2	1
	HPER	11	43	25
	Dentistry, Pre	0	3	1
	Engineering, Pre	13	14	12
	Mathematics	3	2	1
	Medicine, Pre	10	0	2
	Microbiology	1	0	0
	Optometry, Pre	0	0	0
	Pharmacy	4	3	0
	Physical Science	0	3	4
	Physics	0	0	0
	Zoology	2	0	0
	Division % of	(455)	(472)	(372)
	Total Graduates	11.0%	14.8%	13.2%
Fine Arts	Music	15	9	4
	Division % of	(455)	(472)	(372)
	Total Graduates	3.3%	1.9%	1.1%
Social Science	Criminal Justice	24	6	15
	History	3	0	2
	Law, Pre	4	1	6
	Political Science	1	2	0
	Psychology	6	7	0
	Social Science	6	3	0
	Social Work	2	1	1
	Sociology	7	0	6
	Division % of	(455)	(472)	(372)
	Total Graduates	11.7%	4.2%	8.1%
Technology	Air Cond. & Refrig.	4	4	2
	Allied Health	0	0	2
	Automotive Technology	2	11	7
	Aviation	0	0	0
	Child Care	8	5	8
	Computer Science	17	35	16
	Construction	4	4	2
	Drafting & Design	8	10	10

TABLE X (Continued)

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		1975-76	1980-81	1985-86
Technology (con't)	Electronics Technology	16	15	10
	Electromechanical Tech.	2	0	0
	Fashion Trades	0	1	5
	Home Economics	6	7	2
	Home Economics, Voca.	7	1	2
	Hotel-Motel Management	0	2	2
	Industrial Art	3	0	0
	Machine Shop	2	2	2
	Medical Lab Technician	0	0	4
	Nursing, Assoc. Degree	21	26	14
	Nursing, Pre	3	3	6
	Radiologic Technology	0	0	0
	Technology General	15	4	0
	Welding	1	2	4
	Division % of Total Graduates	(455) 26.2%	(472) 28.0%	(372) 26.4%

F. THE FANTUS STUDY

While much of the evaluative material has come from sources within education, the Fantus Company, the largest business and industry consulting company in the United States, made a study of the Miami area as to its suitability for securing business and industry. The Fantus Company in preparing this report was complimentary of the campus. This is especially gratifying in that the College had no control over its perception of this institution. In answering the topic, "The Role of the College in the Economic Development Process," the report stated, "Northeastern Oklahoma A&M College is an important asset to the community. The training received by graduates and students of the College will be of substantial value to industries seeking to move to or expand in the Miami area. The administration of the College is already assisting in the organization of Miami Area Economic Development Service and is willing to study the future uses of its farm land along Treaty Road for industrial and commercial purposes.." "The College administration is dedicated to assisting the community, as it has energetically done in the past." A copy of The Fantus Study is on file in the President's Office.

G. CURRICULAR UNITS

All of the curricular units (academic programs) and the functioning units were requested to do a self-study of their particular area. This has been a most profitable exercise in that the process of self-evaluation enables one to identify strengths and concerns and thus be able to make plans for the future. The program evaluation sheets are on file in the Office of the Vice President for Academic Affairs. Listed are some of the strengths and concerns of the curricular units. The following list gives the abbreviations which are used for the various academic programs.

SUMMARY OF CURRICULAR UNITS

Agriculture Division

AAG	Agriculture
AFM	Farm Management
AFO	Forestry

Business Division

BAC	Accounting
BBA	Business Administration
BLS	Legal Secretary
BMS	Medical Secretary
BSS	Secretarial Science
BMM	Marketing/Management
BWP	Word Processing

Communications Division

CAR	Art
CDR	Drama
CJO	Journalism
CEE	Elementary Education
CSE	Secondary Education
CAS	English/Arts & Science
CSP	Speech
CTT	Technical Theater

Engineering, Science, & HPER Div.

EEM	Engineering, Math
EPS	Physical Science
EBS	Biological Science
EGE	Geology
EHP	HPER

Fine Arts Division

FMU	Music

Social Science Division

SCJ	Criminal Justice
SPL	Pre-Law
SPH	Philosophy
SPS	Psychology
SSS	Social Science
SSW	Social Work

Technology Division

TAR	Air Conditioning-Refrigeration
TAH	Allied Health
TAU	Automotive
TAV	Aviation
TCS	Computer Science
TCN	Construction
TDD	Drafting & Design
TEM	Electromechanical
TEL	Electronics
TMS	Machine Shop
TNS	Nursing, Associate Degree
TWE	Welding
TML	Medical Laboratory Technology
TCD	Child Development
TFM	Fashion Merchandising
THE	Home Economics
TGT	General Technology

1. STRENGTHS

Curriculum and Courses of Study

Transfer well; Students well prepared for university work; Comprehensive program for transfer students	AAG, AFM, AFO, BAC, BBA, BLS, BMS, BSS, BMM, CAR, CDR, CEE, CSE, CAS, CSP, CTT, EMM, EPS, EBS, FMU, SCJ, SPL, SPS, SSS, SSW, TAH, TAC, TDD, TNS, TML, TCD, TFM, THE
Efforts made to upgrade program	AAG, BLS, BMS, BSS, BMM, BWP, EPS, EBS, SPL, SPS, TAH, TCS, TCN, TDD, TEM, TMS, TNS, TWE, TML, TCD, TFM, THE
Occupational programs offered	AAG, BLS, BMS, BSS, BMM, BWP, TAU, TAV, TMS, TNS, TWE, TML, TCD, TFM THE, TGT
Long-Range Planning	BBA, BLS, BSS, BMM, BWP, TAH, TDD, TNS, TWE
Strong occupational curriculum	TAR, TAH, TFM, THE
Philosophy is a good humanities course	SPH
Latitude given for program development	TAR
Flexible curriculum	TFM

Faculty, Equipment, and Resources

Appearance and maintenance of facility good	TEM, TWE, TFM, THE
Swine breeding stock superior	AAG, AFM
Local auto dealers loan equipment	TAV, TAU
Facilities available to students	BSS, CDR, CSP, CTT
Equipment properly located	TCS, CDR, CTT
Equipment properly maintained	TCS

Faculty and Staff

Adequate laboratories available	AAG, AFM, AFO, BAC, BBA, BLS, BMS, BSS, BMM, CAR, CDR, CEE, CSE, CAS, CTT, EEM, EPS, EBS, EGE, FMU, SPL, SPS, TAR, TAU, TCS, TDD, TEL, TCN, TMS, TNS, TWE, TML, TCD, TFM, THE, TGT
MS and above faculty	AAG, AFM, AFO, BAC, BBA, BLS, BMS, BSS, BMM, BWP, CAR, CEE, CSE, CAS, CSP, EPS, EBS, EHP, FMU, SPL, SPS, SSS, SSW, TAR, TAH, TAV, TDD, TEL, TMS, TWE, TML, TCD, TEM, TGT
Classrooms and offices adequately equipped and maintained	AAG, AFM, AFO, BAC, BBA, BLS, BMS, BSS, CAR, CEE, CSE, CAS, CSP, CTT, EEM, EPS, EBS, EGE, FMU, SPL, SSW, TAU, TAV, TCN, TNS, TWE, TML, TCD, TFM, THE, TGT
Faculty possess varied backgrounds; well-qualified	AAG, AFM, BBA, BLS, BMS, BSS, BMM, BWP, CAR, CDR, CSP, CTT, EPS, EGE, FMU, SPH, TAU, TCS, TDD, TEM, TEL, TCD, TGT

1. STRENGTHS

Faculty and Staff (Continued)

Opportunities for professional improvement available	BAC, BBA, BLS, BMS, BSS, BWP, EPS, SSS, TAU, TML, TCD
Faculty has degrees in related fields	TCS
Staff well-prepared	TCN
Evaluation process	TCN

Administration

Program clearly defined and administered	AAG, BAC, BLS, BMS, BSS, BMM, BWP, CAR, CSP, EEM, EPS, EGE, SPL, SPH, TAU, TAV, TCS, TDD, TEM, TNS, TWE, TCD, TFM, THE
Program supported by administration	AFO, AEQ, BMM, CEE, CDR, CSE, CAS, CTT, SPL, SSS, TAH, TCN, TNS, TWE, TML, THE, TGT
Administration shows concern for academic program	TCS, TCN, TEM, TML
Programs well perceived by administration	AFM, BMM
Administrative chain of command	TEM, TGT
Administration's educational experience adequate	TCS, CSP
Faculty encouraged to advise by administration	TCS, CDR, CSP, CTT

Student Services and Guidance

Good working relation with student services	AAG, AFM, BAC, BBA, BMS, BSS, BMM, BWP, EGE, FMU, SSS, TAR, TAH, TAU, TCN, TCS, TWE, TCD
Good faculty-student rapport	BBA, BMS, BSS, BMM, CAS, CSP, EEM, EPS, EBS, FMU, SPS, SSW, TAH, TAU, TCS, TCN, TDD, TNS
Placement office assists students	BAC, BBA, BLS, BMS, BWP, TEM, TCS, TDD, TWE, TML, TFM, TGT
Faculty sponsors clubs and extra-curricular activities	AAG, AFM, AFO, BBA, CDR, CTT, EEM, EPS
Qualified counselor available	TCS, TCN, TEM, TFM
Faculty conducts tours of campus	CSP, TDD, TFM
Students required to take ACT test	CDR, CSP, CTT, TEM

Instructional

Excellent student advisement	AFM, AFO, BAC, BBA, BLS, BMS, BSS, BMM, CEE, CSE, CAS, CSP, CTT, EEM, EPS, SPL, SSS, SSW, TAV, TCS, TCN, TDD, TEM, TEL, TML, TCD, THE, TGT
Good advisory committee	AFO, BAC, BBA, BLS, BMS, BSS, BMM, BWP, TAU, TAV, TCS, TCN, TDD, TEM, TMS, TFM

1. STRENGTHS

Instructional (Continued)

LRC meets need of programs	AFO, BBA, BLS, BMS, BMM, CDR, CSP, CTT, SPH, SPS, TAH, TCS, TCN, TDD, TFM
Guest speakers and/or field trips available	AEQ, BAC, BLS, BMS, BSS, BMM, BWP, SPS, TEM, TWE, TFM, TGT
Faculty works well with each other	AFM, CSP, EEM, EGE, SPL, TAH, TAU, TCN, TDD, TEM, THE
Educational aids and equipment available	BAC, BBA, BMM, CSP, CDR, EEM, SPH, SPS, SSS, TAU, TCS, TDD
Class size reasonable	BLS, BMS, BSS, CTT, CDR, EEM, SPS, TAH, TCS, TMS, TNS, TFM
Good orientation class	BAC, BBA, BWP, CEE, CSE, CAS, CSP, EHP, SSS
President and V.P. for Academic Affairs have doctorate; V.P. for Academic Affairs teaches a class	BAC, BBA, BLS, BMS, BSS
Follow-up of graduates	BLS, TCS, TEM, TML, TGT
Night courses offered	CSP, SSS, TAH, TAV, TFM, THE
Related courses offered	TCN, TDD, TEM, TFM, THE
Faculty has time set aside for conferences	CSP, TEM, TEL, TFM, THE, TGT
Hands-on laboratory experience	AFM, CTT, TAU, TML, TCD
Objectives established for both theory and lab	TML, TCD, TFM
Student evaluation based on college standard	TFM, THE
Tutorial services provided	BBA, EEM
Teaching methods continually evaluated	TCS, TCD
Graduates of four-year programs employable	AAG
Part-time lab assistant employed	BSS
Four major drama productions per year	CDR, CTT
Publications serve as lab	CJO
Possible for students to "down-enroll"	EEM
New course of study in College Catalog	SPL
Use of different teaching methods	CDR, TAR
Major part of program offered at airport	TAV
Faculty-student ratio	CDR, CTT, TDD
Textbooks coordinate with equipment used in laboratories	TEM
Established standards	CSP, TCN
Audiovisual equipment available	THE

Public and Employer Relations

Local businesses and industries use programs	BBA, BLS, BMS, BSS, BMM, BWP, CAR, EPS, TAU, TCS, TDD, TWE, TML
Attractive brochures	BBA, BSS, EHP, TAR, TDD, TCS, THE
Student handbook helpful	BLS, BMS, BSS, BMM, TDD, TEM
Good relations with community	CAR, CSP, TCS, TCN, TAR, THE, TGT
Faculty works within community	CDR, CTT, SSS, TEL, TML, TFM
Stress student membership in State organizations	TCD, TEM, THE

1. STRENGTHS

Public and Employer Relations (Continued)

Successful mini-workshops; workshops for high school students	TCD, TFM, THE
Community aware of program	AFO, BMM, CDR
Good working relationship with prospective employees	AFM, TML
Work with local groups, e.g. Community concerts	CTT, TFM
Good relations with local public school faculty	EGE, TFM
Image of College good	CSP, CDR, CTT, EHP
Good student help	THE

2. CONCERNS

Curriclum and Courses of Study

Long-Range Planning Committee and functions inactive	BAC
Little long-range planning	CDR, CTT, SPS
New catalog format makes it difficult for students to sequence courses	BWP
Art courses should be used for Humanities	CAR
Need additional "lifetime activities" course	EHP
Need courses for majors	EHP
Need to separate athletics from HPER	EHP
Need to update curriculum to reflect changes in field	FMU
Need additional courses	TFM

Facility, Equipment, and Resources

Little new equipment purchased in past 4-5 years; needs to be updated	AAG, AFO, BBA, BMS, BSS, BWP, EDS, EHP, FMU, SSW, TAH, TAU, TMS, TWE, TML, TFM, TGT
Need additional computers and programs	AAG, BAC, BBA, BSS, BMM, BWP, EEM, EPS, EBS, SCJ, SPS, TAH, TAV, TMS, TNS
Crowded classrooms; lack of classrooms	BAC, BBA, BSS, BWP, EBS, TCS, TCN, TMS
Limited funds and time available for professional growth	BAC, BSS, BMM, SPS, TAH, TCN, TNS
Visual aids not always available and/or timely	BBA, SPL, TAH, TAU, TCN, TNS
Insufficient equipment	CTT, TAR, TCS, TCN, TDD, TEM, TFM
Need a faster, more efficient requisition system	BMM, CTT, TAU, TDD, TNS
Need more emphasis on maintenance of facilities	AFM, CTT, CDR, EHP, TAH, TCN

2. CONCERNS

Facility, Equipment, and Resources (Continued)

Need classrooms/laboratories for specialized classes	CAR, TFM, THE
Faculty offices inadequate	BAC, BBA, BWP
Need a writing lab	CEE, CSE, CAS
Insufficient travel budget	AFO, BSS, TAH
Poor location of classrooms	FMU, SSS
Need multi-purpose arena	AAG
Storage space inadequate	CTT, TCN
Need to house divisions in one building	FMW, SSS
Legal material limited in LRC	SCJ, SPL
Inadequate organization of tool and equipment room	CDR, CTT, TAU, TCN
Funding	TCS, TEM
Inadequate heating and lighting in classrooms	TCN, TDD
Textbooks too expensive	TCN, TNS
Budget information often incorrect	TAR
Long-Range equipment planning limited because of uncertain funding	TCS
Use of work-study for custodial services	TCN
Few periodicals and publications in field	TCN
No restroom on 2nd floor of Ables Hall	TDD
Inadequate dust handling system	TCN
Inadequate pressurized air and electrical outlets	TEN
No ceiling in lab	TCN
Need journals	TNS
Need reading rooms in classrooms/buildings	AAG
Offices not centrally located	AAG, CDR
Additional tutorial paraprofessional staff needed	BAC
Limited budget	SPS
Need to remodel CH 111 and CH 116	EBS
Budget inadequate	BMM
Supplies too expensive for students	CAR
Print shop facilities inadequate	CJO
Lack of building security	CDR, CTT
Dangerous catwalk in Fine Arts Center	CDR, CTT
Need lecture hall in Cunningham	EEM
Student services need to be geographically relocated	EEM
Need for outside work experience for faculty	EPS
Need space for training personnel in infant/child care	TCD

Faculty and Staff

Additional faculty needed in program	AAG, AFO, BMM, CJO, THE
Large faculty loads	BAC, TNS, TCD, TFM

2. CONCERNS

Faculty and Staff (Continued)

Large faculty loads	BAC, CDR, TNS, TCD, TFM
Need better faculty evaluation procedure	BMM, TDD, TNS
Faculty morale is low	SCJ, TDD, TNS
Some instructors have too many preparations	EBS, TCD, THE
Updating faculty on advances in field	TEM, TEL
Faculty does not have MS degree	TEL, TNS
Personnel in Business Office and Registrar's Office rude to students	TAH, TNS
Need a math lab paraprofessional	EEM
Support personnel has too many duties	EHP
Need specialists in several areas	FMU
Mini-intern programs would be helpful	SPL
Low salaries	TCN
Industrial work experience not recent	TMS

Administration

Occupational program administration not clearly defined	AAG, AFM
Divisional Chairmen's load too heavy	EEM, EPS
Administration does not "know" program	AFO
Administration sometimes does not make and keep tough decisions	EEM
Lack of conclusive support by administration	SSW
Fragmented departments	TAH
Lack of knowledge as to accrediting process	TML

Student Services and Guidance

Need better follow-up of students	BMM, CDR, CTT, CEE, CSE, CAS, CSP, EEM, SPS, SSW, TWE, TFM
Placement could be improved	BMM, TCS, TEM, TFM, TGT
Inadequate student recruitment	CDR, CSP, CTT, FMU, TAH
Too broad an area of advisement by too many advisors	CEE, CSE, TAH
Need club for majors	CEE, CSE, SSS
Inadequate advising by counselors	CAR, TAH, TCN
Need a formal job placement center in local area	AAG
Few recreational activities on weekend	AFM
Play attendance declining	CDR, CTT
Lack of intercollegiate speech and theatre competitors	CSP
Need to publicize changes in student services	EPS
Need an HPER club	EHP

2. CONCERNS

Student Services and Guidance (Continued)

Need more medical services	FMU
Dorms too noisy for majors	SCJ
Counseling staff needs to be trained to do academic advising	SCJ
Disciplinary action on campus	TDD
Occupational counseling not available	TMS

Instructional

Students sometimes lack "experience," maturity, or preparation	BMM, CDR, EPS, EBS, FMU, TAH
One faculty department	EGE, SCJ, TML, TFM, THE
Employment of graduates limited	AFM, BAC, EGE, SHP
Need to strengthen laboratories	EGE, TEM, TEL
Evening and extension courses are limited	AFM, CAR, FMU
Majors should enroll in basic typing	CEE, CSE, CAS
Senior colleges unaware of college's program	CEE, CSE, CAS
No formal degree check	TAH, TNS
Extra-curricular activities requires too many hours; duties not always clearly defined	CDR, CTT, TAU
Lack of intra-departmental communication	EPS, TCN
More guest speakers and/or field trips	CDR, CTT, TDD, TEM
Conflict between teaching and other duties	CDR, CTT, EHP, FMU
All courses not always available	AFM, TCS
Need a physical geography course	CEE, CSE
Lack of contact with senior institutions	CDR, CSP, CTT
Students entering second semester have difficulty getting courses	TFM, THE
Do not offer Food Science 1133 or Horse Production 2422	AAG
Need more technology involvement	EPS
Work experience program not emphasized	AFM
Small lab sizes required	AFO
Lecture--not discussion--due to class size	SPS
Local experts not always used	SPL
Medical Transcription class needed	BMS
Need some specialized courses	CAR
Community Service classes need to be offered by divisions	SSS
Declining enrollment--retention	CDR, CTT
Lower ability level class size too large	EEM
Need to increase standards of GPS	EPS
Anatomy and Physiology course should use cadavers	EBS
All students should take orientation	EBS
Few majors	CDR, CTT, SSS
Lack of time to cover material	TAU
Non-majors should be better served	TCS

2. CONCERNS

Instructional (Continued)

Faculty to student ratio	CSP, TCN
Varied class sizes	TDD
Need to develop classes in hydraulics, pneumatics, and instrumentation	TDD
Too many concurrently taught classes	TCN
Field trips not used	TMS
Heavy student loads	TNS
Not enough time for support courses	TNS
Inadequate textbook	TWE
Much material for two-year time	TML
Need to broaden curriculum to include gerontology	TCD
Need to use Advisory Committee more	TCS
Hard to schedule clinical labs compatible with other classes	TML

Public and Employer Relations

Need to improve public information about the campus/programs	CDR, FMU, TAH, TNS, TWE, TML
Need community survey	TWE
Need more visitation by industry representatives	TGT

H. STUDENTS

Perhaps the most valuable research in the self-study process comes from the follow-up surveys of those who have been involved in all facets of the institutional life for two years. With this philosophy in mind, administration conducted three surveys: one given in December, 1985, which sampled the total student body, one covering the graduates of 1986 just prior to their concluding their degree work, and the other a questionnaire of the 1983 graduates to determine their views after three years of either further higher education and/or employment. The complete results are shown in Appendices T-5, T-6, and T-7.

Some 963 respondents to a survey of current students in the late fall of 1985 showed the best (53 percent in "almost always") rating going to the statement "Northeastern Oklahoma A&M College meets my current educational needs." This indicates satisfaction with the primary responsibility of the institution. Also ranking high on the student survey were the statements, "I feel safe on campus" with 48 percent; "Instructors have been up to date in what they were teaching" with 43 percent; "Instructor presented more in class than I learned from reading the text" and "Instructor has been clear about what was expected of students" both with 42 percent receiving "almost always" evaluations. When the "next best" answer is added to the "best" answer, the ratings are even more complimentary. Of course, anything less than 100% on the "best" answer, leaves room for improvement.

At the bottom in scoring by current students were negative statements which actually presented a favorable picture as "I've had trouble knowing what courses to take" got only 8 percent marks in the "almost always" column. This was followed by a rating of 11 percent on "It's very hard for students here to get their concerns known and acted on."

Overall the 963 surveyed students showed a very high opinion of most aspects of the institution with 68 percent saying yes to "If you had it to do all over again, would you enroll at NEO?" with 14 percent saying no and 15 percent undecided.

Assessing the quality of their instruction as preparation for their future, 21 percent said they received "excellent" preparation, 49 percent "good" and 24 percent "adequate," with only 5 percent checking "little" preparation.

Course content ranked high also as 37 percent said "is almost all new to me," 56 percent said "oftentimes repeats what I learned in high school, but much is new," and only 5 percent claimed "repeats what I learned in high school, with almost nothing new added."

1. 1986 GRADUATES

Two other surveys were conducted, one of the 1986 graduates and another of the 1983 graduates. In assessing the College's Mission and Purpose, students ranked "is" and "should be" on "extremely high" to "no importance" on 23 pairs of items. An analysis was made on their responses to determine the differences between "is" and "should be" in the "extremely high importance" bracket. Separate studies were done of the 1986 graduates (Appendix T-6) and the 1983 graduates (Appendix T-7). After these studies, the responses of the two graduating classes were compared.

TABLE XI

GRADUATE SURVEY

1986 COMPARED to 1983
1986 N=395   1983 N=61

Ranked according to "extremely high importance"

1986 Top 20 Percent

ITEM		1986	1983
To develop both an interest and a certain degree of skills in sports, physical education, and/or intramural activities that can be pursued throughout one's adult lifetime	is	14	5
	should be	18	5
	difference	4	0
To enable students to live in campus housing and to develop social skills	is	13	20
	should be	20	20
	difference	7	0
To show how scientific, political, moral, and religious beliefs relate to each other	is	5	
	should be	16	
	difference	11	
To foster appreciation for different points of view	is	6	3
	should be	15	13
	difference	11	10
To make it possible for students to engage in original or creative work on topics in which they are particularly interested	is	11	
	should be	0	
	difference	-11	

1983 Top 20 Percent

ITEM		1986	1983
To enable students to participate in a full range of student activities	is		13
	should be		15
	difference		2
To provide sufficient flexibility so that students can explore academic fields which are not directly related to their majors	is		5
	should be		16
	difference		11

TABLE XII

GRADUATE SURVEY

1986 COMPARED to 1983
1986 N=395 1983 N=61

Ranked according to "extremely high importance"

1986 Bottom 20 Percent

ITEM		1986	1983
To facilitate students' becoming sure of their academic identities, either in terms of choosing a major field of study or making a career choice	is	11	2
	should be	43	43
	difference	32	41
To see to it that by the time of graduation students have had adequate exposure to the techniques and training pertaining to their major	is	16	10
	should be	48	54
	difference	32	44
To provide an active career counseling program	is	12	5
	should be	40	59
	difference	28	54
To provide programs geared specifically to career training	is	12	5
	should be	40	46
	difference	28	41
To enable students to take a fair amount of responsibility for their own education	is	12	7
	should be	38	43
	difference	26	36

1983 Bottom 20 Percent

To show how ideas presented in courses are related to important problems and/or concerns of present-day society	is		2
	should be		39
	difference		37
To foster skills which are useful in the communication of ideas, either in speech or in writing	is		3
	should be		28
	difference		25

As Tables XI and XII indicate, on those items where the two classes had the same items, there was little difference between the 1983 and the 1986 classes. With the lowest difference rating (4 percent) was the goal of "to develop both an interest and a certain degree of skills in sports...." followed by "to enable students to live in campus housing and to develop social skills" with a seven percent difference in their perception of what should be and what is offered in that area. Both were considered as not really of great importance nor should they be in the College mission.

The greatest differences perceived by students in what "is" and "should be" were 32 percent "extremely high" differences in "is" and "should be" ratings of the purposes "to facilitate students" becoming sure of their academic identities, either in terms of choosing a major field of study or making a career choice" and "to see to it that by the time of graduation students have had adequate exposure to the techniques and training pertaining to their major." In closely related questions of "to provide an active career counseling program" and "to provide programs geared specifically to career training," the students showed a 28 percent difference between "is" and "should be" highly important at the institution.

In addition to the 23 pairs of items, other questions were asked in the graduate survey. In the top 20 percent of ratings by graduates saying, "I experienced few difficulties," were getting courses in the major (74 percent), getting electives (62 percent), completing course work in the major (55 percent), utilizing the LRC in research (53 percent), and in completing other general college requirements (52 percent). Rating low in this evaluation were the game room (7 percent); campus movies (7 percent); organizations, choirs or plays (9 percent); and concerts by NEO organizations such as orchestra, band, and choirs (10 percent).

To obtain some idea of the current plans of enrollees, the question asked concerning their attitude about their future immediately following graduation, the largest number (74 percent) said "transfer to another college or university" while 15 percent wanted immediate employment in the major field and four percent employment in field other than major with two percent looking for military service and 4 percent with other answers. (For more details, see Appendix T-6).

2. 1983 GRADUATES

Responding to a survey instrument like that of the 1986 student assessment form, sixty-one 1983 graduates returned their evaluations for analysis by the Self-Study Steering Committee. One very positive note was that 77 percent said they would enroll at the College if they had to do it all over again with 11 percent saying no and 11 percent undecided, fairly close to that of the 1986 graduates. The alumni group also gave high marks to their preparation: 25 percent rating it "excellent," 41 percent "good," 26 percent "adequate," and only 8 percent as "very little, if any."

The 1983 graduates felt that they had experienced few difficulties "in completing course work in my major" 82 percent, "getting courses in my major" with 79 percent, "completing other college requirements" with 75 percent, "in getting electives" 72 percent, "the library as a facility for pursuing research" 54 percent, and "courses in science or in mathematics" with 54 percent.

The graduates of three years ago were remarkably similar to the 1986 group in responses assessing the College's Mission and Purpose as the least percentage differences seen by graduates in what "is" and "should be" both covered "sports" and "housing"; however, the 1983 class had zero percentage points difference compared to the 1986 scores of four percent and seven percent respectively.

The greatest differences between what the College "is" and "should be" according to the 1983 respondents were "to provide an active career counseling program" with 54 percent (1986 group scored it 28 percent), "to see to it that by the time of graduation students have had adequate exposure to the techniques and training pertaining to their major" showed 44 percent difference (1986 ranked 32 percent), with 41 percent of "extremely high importance" differences between "is" and "should be" on the "facilitate students becoming sure of their academic identities, either in terms of choosing a major field of study or making a career choice," while the 1986 students reflected 32 percent. The 1983 group (mostly out on the job) also saw a 41 percent difference on the statement "to provide programs geared specifically to career training." (For more details, see Appendix T-7).

The Self-Study Steering Committee examined the student and graduate survey responses by grouping items which obviously covered similar questions. The need for a more comprehensive career planning program (and increased efforts to make students aware of such opportunities) was of great concern. In the fall semester of 1986, some work was begun on this problem as one of the Business Division faculty began assuming some responsibilities in the Placement Office, working especially with students interested in careers in business. More emphasis on how to select a college major and how to investigate career opportunities became a part of the Orientation classes.

In the Long-Range Planning for this facet of the institution's Student Service, considerable work is indicated in each of the three select years.

CHAPTER III

SUPPORT SERVICES

A. Admissions

The Office of Admissions and Records plays an important role in the student's life at the institution from initial contact to providing official transcripts following graduation. The Dean of Admissions is also involved with all activities of the Alumni Association and in institutional follow-up studies. The services provided are very often taken for granted, both by faculty and students. Faculty work with Admissions personnel closely during enrollment periods and throughout the school year on withdrawals. In the faculty survey Admissions was included in an evaluation of "Faculty involvement in decisions that affect students such as...." with a 47% favorable rating in a 1985 survey and rising to 65% in 1986. While still a concern this facet of the institution is improving with more emphasis on communication between Admissions and faculty.

Student evaluations were also of some concern as 7% said they were not aware of services in this office even though all enrollments begin here; 10% said they were aware of the services but had not used them. While 58% gave a "have used and am satisfied" rating, 23% of the respondents claimed "have used and am not satisfied." In the plans for the future, considerable work will be done on providing a sharper image of the Admissions office to both faculty and students. It appears that with the emphasis on faculty advisors, some individuals view the Office of Admissions as merely a secretarial work area at which enrollment forms are obtained and not really a vital link in the registration process (since a total of 17% appeared to not have realized they had used the services). In the student survey of 1985, Admissions was indicated as providing (to some extent) counseling services. "Academic and course advising" received 5%, "Information and advice about careers" 3%, and "Counseling on personal matters" 4%.

B. Learning Resources Center

Of all the support services of the institution, the Learning Resources Center received the highest ratings from both faculty and students as this vital area of the educational process. Only in the area of audiovisual services were satisfactory ratings below 50%; this probably reflects the need for a full-time media person since the LRC staff has been reduced in recent years.

Among the LRC strengths as seen by faculty were favorable ratings on "Adequate for instructional needs" (90%); "Adequate for personal or scholarship needs" (85%); "Book usage" (93%); "Journals, magazines, newspapers" (87%); "Audiovisual materials" (91%); "Reference material" (84%); and "Microcomputer software" (76%).

Faculty also indicated they had the right amount of influence on LRC policies (65% in 1985 and 72% in 1986 surveys). In the 1985 survey 69% of the faculty said their classroom instruction required that students use the LRC and 77% indicated this in 1986.

The faculty also indicated satisfaction with the LRC response to requests for materials: "Books" (92%); "Journals, magazines, newspapers" (90%); "Films, videos" (87%); and "Microcomputer software" (76%).

Concerns of the Self-Study Steering Committee centered on usage of the LRC required by faculty decreasing from 69% to 63% from 1985 to 1986 as reported by students. Faculty usage of class demonstrations of media was only 27% while only 38% indicated they had utilized the LRC for production of slides. Production of graphic design materials had been used by 54% of the faculty.

Faculty suggested the LRC should add or expand services in "Production of classroom video tapes" (65%), "Production of promotional/recruitment video tapes" (70%), "Production of sound/slide programs" (60%), "On-campus equipment repair service" (68%), and "Instructional assistance with microcomputers" (71%).

Achieving improvement in the above-mentioned services will require the addition of a staff member qualified to handle a variety of duties including equipment repair.

Students also indicated a very favorable image of the LRC as 78% said they used the facility on a weekly basis. Using the LRC as a place of study was claimed by 45% while 81% said they checked out materials for use at home. The highest rating (94% favorable) was on "Have material I need" while 90% said, "I can find information." The staff received a high rating on "Friendliness" (83%) and "Availability" (85%). Overall, students showed 74% satisfaction with LRC services. The only area of concern for the Steering Committee was a 20% dissatisfaction with the amount of hours the LRC was open (some extension on Sunday afternoon appeared to be the primary desire).

The 1984 graduate survey showed they remembered the LRC as valuable "as a place in which to study" (74%) and "as a facility for pursuing research" (88%) and "as a place for leisure time reading and browzing" (54%).

C. Student Services

Assessment of Student Services reflected strengths in most areas as evaluated by faculty, staff, current students, and graduates. However, some concerns appeared in the surveys, and the Steering Committee discussed each at length. Causes for low ratings were examined and suggestions made for remedies in Long-Range Planning.

Faculty formally evaluated only Traffic among Student Services giving excellent ratings on all facets. Adequacy of traffic personnel received 92% rating, "Attitude" 78%, "Efficiency" 72%, "Availability" (83%), "Location of office" 87%, and "Handling of parking violations" (79%). Faculty concerns regarding Student Services were over "Number of security personnel" 32% unsatisfactory and "Availability of security personnel" 33% unsatisfactory.

In the Curricular Unit Reports (pp. 83-92) there are some comments from faculty regarding other Student Services noting improvements in counseling and activities. Many individuals also mentioned the interrelated nature of the College as student organizations are required to have faculty sponsors. Concerns were expressed over placement, disciplinary actions, lack of occupational advising and limited medical services.

Current students were generally satisfied with all aspects of traffic except the appeal policy which had a 37% dissatisfaction rating.

Student satisfaction was over 50% on housing rules and regulations, student newspaper, handbook, counseling services, and activities.

Concerns for the Steering Committee included low student ratings on campus health service, placement, career development services, and counseling. Much of the student dissatisfaction has been analyzed in the Educational Programs as analysis of 1986 and 1983 graduates' view of "Should Be" and "Is" concerning career counseling. (See p. 95)

Discussion by the Steering Committee led to recommendations for Long-Range Planning to include field trips to area businesses and industries, a "Career Awareness" class, a strengthened Placement Office, and expanded Orientation classes.

D. Auxiliary

Auxiliary services received fairly high ratings from faculty, staff, and students. Excellent marks by faculty (over 80% approval) were given to five questions on the Bookstore. Faculty were also very favorable in evaluating the Food Services, Post Office, and Printing. One faculty concern (23% unsatisfactory) was "Printing equipped to handle all requests." This was discussed by the Steering Committee and Long-Range plans call for purchase of needed equipment when funding permits. Another faculty concern (especially evening class instructors) was over break facilities being available. This was changed during fall of 1986 as the Snack Bar in the Student Union extended operating hours until 9:00 p.m.

Student evaluations of Food Services showed high satisfaction on hours of operation and attitude of personnel. Other facets received high ratings, especially when the 30% of non-users was factored out. Dissatisfaction was indicated on "Quality of food" (29%) and "Variety of food" (28%). Even these improved in the Fall 1986 survey to 24% and 26% respectively. Concern with these statistics has led to enhanced menu planning and special "Theme Days" in the cafeteria to feature international and holiday fare on occasion.

Students gave high rating to the Bookstore on all questions except "buy-back policy" (23%) unsatisfactory. This policy is affected by book companies and faculty changing textbooks and thus not easily changed.

Student evaluations of Housing were of concern, but the 1986 survey revealed improvement as unsatisfactory ratings decreased on all five questions.

Each of the concerns was discussed by the Steering Committee with recommendations for improvements made to the concerned indivial on Long-Range Planning.

CHAPTER IV

FUNCTIONING UNIT REPORTS

A representative of each of the functioning units appeared before the Steering Committee during their weekly noon meeting in 1985-86. The data listed below are a summation of the minutes which were kept during these meetings. These data provide an evaluation of the unit but also a list of actions which need to be addressed in the coming years. The last column indicates the status of the item as of December, 1986. The items (and others to be added later) will be reviewed periodically and appropriate action taken.

SUMMARY OF FUNCTIONING UNIT REPORTS

ITEM	DATE OF MINUTES	PRIMARY PERSON/OFFICE	ACTION AS OF 12-86
Admissions:			
Stress general education requirements	10-21-85	Reese, Angle	1
Training in spring for summer advisors	10-21-85	Reese	2
Students should be advised on how to use their time for work and study	10-21-85	Helmig, Snyder	
Longer advisement period during summer enrollment to include tours for students and parents	10-21-85	Reese	3
Improve financial aid advisement to include explaining each program could possibly use a video during summer pre-enrollment. At the beginning of each semester, arrange 1-hr meetings of 20-25 students for question & answer concerning their financial aid program	10-21-85	Gwartney, Poole	
Continue new catalog format which emphasizes new curricular design	10-21-85	Angle	4
Orientation classes and function should be a part of student services	10-21-85	Converse, Helmig	

*Action as of December, 1986

1 - visited with divisional chairpersons. Revised catalog to emphasize general education
2 - currently being done in orientation classes
3 - under consideration
4 - currently being done

ITEM	DATE OF MINUTES	PRIMARY PERSON/OFFICE	ACTION AS OF 12-86
HIGH SCHOOL RELATIONS			
Change name of unit to High School, College and Public Relations or Client Relations	10-28-85	Dunn, Wright	5
Need total ongoing marketing plan involving faculty, staff and all support personnel	10-28-85	Dunn, Wright	6
Construct additional single student housing	10-28-85	Hayes	7
LEARNING RESOURCES CENTER			
Create more space in the LRC	11-4-85	Bain	
Create more seating space for students	11-4-85	Bain	
Survey student body and study need for additional LRC hours	11-4-85	Bain, LRC Comm.	8
PUBLICATIONS-PUBLIC INFORMATION			
Survey all campus publications and adopt uniform style and goals	11-11-85	B. Woods, Wright	9
Purchase computer terminals, update photography lab in order to create a more effective journalism and publications area	11-11-85	Wright, B. Woods, Franks	10
Continue to use pictures of students in the Catalog and other College publications	11-11-85	Staff	11
Have one person coordinate all publications including proofreading	11-18-85	Wright	12
List and schedule all publications which are done on an annual basis	11-18-85	Poole	
Secure additional manpower and space for storage & equipment for Print Shop	11-18-85	Eifert, Poole	
Solve moisture problem in Print Shop			
Create time for proper maintenance to be done on Print Shop equipment	11-18-85	Eifert, Poole	
Continue to employ personnel adept at repairing printing equipment	11-18-85	Poole	
Study need to employ an additional full-time press man	11-18-85	Poole	

*Action as of December, 1986

5 - considered, but rejected
6 - partially doing, new brochures being designed, new newspaper insert
7 - converted Speaker Apartments to "honors" single housing
8 - has been studied in survey of student body
9 - in progress - preliminary work done with graphic artist, division chairpersons and others - new NEO logo and print style
10 - partially done - computer terminal purchased
11 - done (see catalog cover and other pages of catalog)
12 - Under study

ITEM	DATE OF MINUTES	PRIMARY PERSON/OFFICE	ACTION AS OF 12-86
MAINTENANCE			
List past and future needs for capital expenditures with vice president for fiscal affairs	11-25-85	Williams, Staff	
Repair roofs of dorms	11-25-85	Poole, Williams	13
Build bunk beds for Commons Hall	11-25-85	Poole	14
In light of summer, 1985, being spent on dorm repair, the summer of 1986 should be concentrated on other buildings	11-25-85	Poole, Williams	15
Paint interior of academic buildings	11-25-85	Poole, Williams	
Develop a 3- to 5-year plan listing priorities of repair of buildings	11-25-85	Poole, Williams	
Update College Master Plan; secure approval of our Board of Regents and the State Regents	11-25-85	Wright	16
AUXILIARY - FOOD SERVICES			
Continue review of services of the Student Union building and the Food Service unit	12-2-85	Ogle	17
Continue services of salad bar and soft-serve ice cream in the cafeteria	12-2-85	Ogle	17
Continue to make available the faculty and staff meal ticket	12-2-85	Wright, Ogle	17
Continue inservice training for Food Service staff	12-2-85	Ogle	17
Maintain the flexibility of cafeteria hours including early & late breakfast, late closing of snack bar #2, and serving of hot chocolate & cookies during finals week	12-2-85	Ogle	17
Improve the usage of TV Lounge and and Quiet Study Lounge	12-2-85	Ogle, Stu. Services	18
Maintain usage of the Faculty Lounge	12-2-85	Ogle	17
Maintain open-door policy which the Director of Food Services has with the campus	12-2-85	Ogle	17

*Action as of December, 1986

13 - Commons Hall and Kahne Hall completed
14 - Done
15 - Shipley Hall classrooms repainted in 1986; Cunningham Hall scheduled for repainting in 1987
16 - Studied; will be submitted to our Regents in January, 1987 and State Regents in February, 1987
17 - All items being done
18 - Undergoing study

ITEM	DATE OF MINUTES	PRIMARY PERSON/OFFICE	ACTION AS OF 12-86
BUSINESS OFFICE OPERATIONS			
Update capital expenditure list	1-13-86	Poole	
Maintain chemical treatment for the boiler system	1-13-86	Poole, Williams	
Connect campus offices by use of CRT's to the main-frame computer	1-13-86	Jones, Poole	19
Develop a computerized double-entry accounting system	1-13-86	Lair, Poole	20
Acquire mobile computer unit to permit off-campus enrollment	1-13-86	Poole	
Give students meal tickets at the cafeteria rather than business office	1-13-86	Poole	21
FINANCIAL AIDS			
Strengthen annual counselor's workshop for high school personnel	1-27-86	Gwartney	
Improve collections of NDSL payments	1-27-86	Gwartney	
Increase the number of scholarships through increased participation by the Foundation and individuals	1-27-86	Wright	
FACULTY ASSOCIATION			
Continue to maintain communication between faculty association & admin.	2-3-86	Wright, Campbell	22
Maintain or improve participation in Faculty Association (1985 over 80%)	2-3-86	Campbell	
Involve Faculty Association in resolving the problem of apathy and uninspired teaching expressed in the 1976 self-study	2-3-86	Campbell	
Develop a plan for student evaluation of instructors	2-3-86	Campbell	23
Develop week-end retreat for faculty	2-3-86	Campbell	24
Involve faculty more in the awarding of the Dobson Chairs	2-3-86	Wright, Campbell	
Recognize the "Teacher of the Year" at Commencement	2-3-86	Wright, Campbell	25
Have a representative from Faculty Assoc. on the Administrative Council	2-3-86	Wright, Campbell	26

*Action as of December, 1986

19 - Being considered when funds are available
20 - Being done
21 - Tried, but unsuccessful
22 - Current Faculty Senate President, Dr. Carol Morris, serves on Administrative Council
23 - Plan used in spring of 1986 being revised and will be used in 1986-87
24 - Done fall of 1986; plans already made for fall 1987
25 - Pursuing plans with Faculty Senate President
26 - Has been done past two years and will continue

ITEM	DATE OF MINUTES	PRIMARY PERSON/OFFICE	ACTION AS OF 12-86
FACULTY ASSOCIATION (Continued)			
Study the Committee structure of the Faculty Assoc. as to the need for them, their functions, etc.	2-3-86	Campbell	
Publish a Faculty Assoc. Newsletter written by a faculty member	2-3-86	Fent	
Develop a more extensive orientation for new faculty & staff members	2-3-86	Angle, Fent & Chairmen	27
DEVELOPMENT FOUNDATION			
Develop and strengthen the Foundation		T. Hudspeth, Wright	
Create special giving programs: designated: academic, athletic, music, drama, etc. and undesignated		T. Hudspeth, Wright	28
Work with national and state foundations, business, and industries		T. Hudspeth, Wright	29
Maintain & update alumni list and communicate regularly with former students; maintain the loyalty of former students		T. Hudspeth, Wright	30
Secure a full-time secretarial person for the Foundation		T. Hudspeth	
HOUSING			
Study need for additional single student housing		Hayes	
Emphasize roles of Inter-Dorm Council and the activities coordinator		Hayes	
Decrease the annoying noise factor in the residence halls		Hayes	
Maintain competitive room and board rates		Hayes, Ogle	
Continue the inservice program for head residents and housing assistants		Hayes	
STUDENT GOVERNMENT AND ACTIVITIES			
Emphasize the roles of the Student Senate and other student organizations		Converse, Wright	31
Maintain and develop a wide range of student activities		Winters, Converse	32
Increase the hours of the school nurse		Converse	

*Action as of December, 1986

27 - Additions made to the orientation program in the fall of 1986; plan will be evaualted, modified, and continued
28 - Payroll deduction plan approved for current employees
29 - Currently being done
30 - Currently being done
31 - Currently being done
32 - Currently being done

PLACEMENT

Maintain contacts with industry even during periods of recession		Dixon, Division Chairmen	33
Participate in the annual Job Training Fair		Dixon, Div. Chairmen	34
Continue to provide technical skills such as resume' services and interviewing technique seminars		Dixon	
Budget for membership for placement director in industrial and civic organization		Dixon, Converse	
Work with the Alumni Office in tracking former students as to their employment		Dixon, Hudspeth	
Create network of persons from academic divisions to work with placement director in securing employment for graduates; e.g., the Health Sciences Career Day; develop a clearinghouse concept		Dixon, Division Chairmen	

RESEARCH

Maintain the current inhouse research		Angle	35
Strengthen development of inhouse research and its dissemination & use campus-wide		Wright, Grover	36
Study prospective current & past student body as to why they continue, drop-out, stop-out, etc. and use this research to increase the "success" rate		Wright, Grover	

COUNSELING

Maintain and strengthen the open-door concept of the counseling center		Helmig/Counseling Staff	
Assist students in transferring to four-year institutions		Helmig/Counseling Staff	
Emphasize and deal with special needs of the various groups of minority students		Helmig/Counseling Staff	
Secure additional space for counseling staff		Helmig	
Devise a method for disseminating information on campus		Helmig/Counseling Staff	

ATHLETICS

Resurface College track	1-13-86	Poole, Converse	37

---

*Action as of December, 1986

33 - Business faculty member working part-time
34 - Local Job Fair planned

35 - Currently being done
36 - Working on it
37 - Resurfaced in spring, 1985

PART VI

PLANNING

Introduction

Following the discussions of what the institution was established to do, is doing, and how well the efforts are accomplishing goals, this Part VI of the Self-Study will demonstrate that Northeastern Oklahoma A&M College can continue to accomplish its Mission and Purpose, primarily because of the focus on long-range planning accomplished during the entire self-study process.

Long-range planning is essential to the success of any complex social endeavor. In higher education, for state-supported institutions in particular, long-range planning is absolutely necessary for budgetary reasons, for identifying needs in a given service area, for increasing emphasis on retention of highly qualified faculty and staff, to focus energies and resources more productively, and to provide a means for assessing the achievement of the Mission and Purpose of the College in an orderly, efficient manner. Further, establishing clear-cut goals will serve to encourage and motivate administration, faculty, and staff toward positive attitudes, energetic behavior, and cooperative approaches to the Mission and Purpose of the College while assuring the College will be an active participant in community and economic growth.

Organization

Long-range goals for the College, established by faculty, administration, staff and students, have been classified in three areas: (A) Resources - Human, (A) Resources - Financial, and (A) Resources - Physical; (B) Educational Programs; and (C) Support Services. Within each of these areas committees articulated one-, three- and ten-year goals. The one-year goal (1987-1988) assumed a head count enrollment of 2700. The three-year goal (1988-1990) assumed a head count enrollment of 3150. The ten-year goal (1990-1996) assumed a head count enrollment of 3350.

The goals and objectives within each of the three major areas have been placed in order of priority by major subgroups. Major subgroups are indicated by "lower-case a, b, c, etc." In addition, the office(s) and/or person(s) responsible for completing the goal is listed under the various headings.

A. RESOURCES - HUMAN

1. Goals and Objectives for 1987-1988

a. Promote a strong communicative relationship with students, administration, faculty, the State Legislature, Board of Regents for the Oklahoma A&M Colleges, and the Governor's Office through the following: (Coordinated by President)

(1) Provide hard data to support the College's need for support of programs, retention, and recruitment of faculty, and expansion where current trends indicate. (Coordinated by respective Vice Presidents)

(2) Continue to use and further refine the policy of survey research as a method of assessing program quality, student services, and planning.

(3) Provide evidence of student achievement through pursuit of State and national competition for students. For example, the College has had State officers in Phi Theta Kappa the past four years and the National President of Phi Theta Kappa for one year. Identify programs which produce students of outstanding quality and continue to define for the public and the Legislature the effectiveness of these programs.

(4) Invite State government leaders to periodically address assemblage of Northeastern Oklahoma A&M College administrators, faculty, and staff to provide update on educational issues. Invite public school and vo-tech personnel as well to enhance the communication efforts. (President)

b. Achieve increasing effectiveness of working relationship between administration and faculty through the following efforts: (Administrative Council and Faculty Senate)

(1) Increase membership in the Faculty Association and improve its effectiveness through aggressive efforts to communicate faculty concerns to administration. The role of the Faculty Association and the officers of the Faculty Senate and their relationship to the administration needs to be better defined. The Faculty Senate members need better communication with members of the Faculty Association.

(2) Increase awareness on the part of administration of faculty's need to be apprised of the intent of administration to effect the Mission and Purpose of the College. (Administrative Council and Division Chairpersons)

(3) Plan programs, review goals, set priorities, and make decisions in a manner to increase the effectiveness of administrators and faculty. (Division Chairpersons and faculty)

(4) Continue to stress the need for two-way communication for better understanding.

(5) Support activities that enhance multi-cultural experiences.

c. Achieve greater teaching effectiveness and promote activities which increase learning and demonstrate quality education by the following actions:
(Division chairpersons, inservice director, and individual faculty)

(1) Encourage learning by offering faculty enrichment activities and supporting all efforts to improve instructional quality.

(2) Provide computer training for faculty, emphasizing the microcomputer.

(3) Employ computer expert to assist faculty/staff in developing computer competency, emphasizing the microcomputer.

(4) Conduct faculty workshops in the Learning Resources Center to promote understanding of database searches. (LRC Director)

d. Assist faculty in efforts to advise students appropriately.
(Dean of Admissions and Division Chairpersons)

(1) Continue efforts to place students with the most knowledgeable advisor in the field of the student's college major.

(2) Supply faculty with current guidelines for transfer students.

(3) Consider the advisee load when making schedule assignments. Provide faculty more time for student contacts.

(4) Provide the advisor with copies of any course changes.

(5) Develop a system to provide advisors with a copy of all drops and adds, information on low grades, and student absences.

(6) Encourage communication between office of admissions and faculty, particularly with reference to new degree requirements for graduation and with reference to a degree check before processing for the final semester's enrollment.

e. Encourage continuing education of College personnel by the following:
(President, respective Vice President, Division Chairperson/Supervisor)

(1) Continue to provide financial incentives for faculty and staff to improve knowledge in subject areas and technical expertise, recognizing that some faculty training is available only through industry. Some such training is to permit updating of state-of-the-art knowledge. Policy regarding salary schedule, Dobson Grants, and sabbatical leave policy should recognize such training.

(2) Award scholarship funds to staff for the purpose of continuing education. Provide them time off to attend.

(3) Encourage, facilitate, and provide financial support for attendance at professional meetings for faculty and staff.

(4) Continue the faculty sabbatical leave program and develop a similar program for staff personnel.

(5) Develop a system to provide access to exercise facilities, including swimming, during off hours for faculty and staff. (Physical Education Dept.)

(6) Provide necessary funds for faculty to attend educational seminars.

(7) Provide programs in time management and in leadership.

f. Recognize the limits of faculty time and energy and provide for scheduling which will enable instructors to do creative lesson planning and individualized instruction where it is needed. Employ or reassign faculty in areas where enrollment indicates need.
(Vice President for Academic Affairs, Division Chairperson)

g. Expand a Faculty Preparation Center, adjacent to the Audiovisual Preparation Center, equipped with capability for development of media and lesson plans. (Director of LRC)

h. Attract and retain highly qualified and diverse faculty and staff.
(Respective Vice Presidents and Division Chairpersons/Supervisor)

(1) Entry level faculty should have a master's degree as minimum when feasible. If employed at the bachelor's degree level, they will be given a specified period of time in which to secure the master's degree.

(2) Continue evaluation of faculty and non-faculty personnel job descriptions, salaries, and classifications with an intent to make both the employer and the clients they serve realize their full potential.

(3) Seek means by which increased recognition and reward can be given to faculty and staff who distinguish themselves.

i. Recognize the changing mix of student demographics by sensitive advising, by course and/or curricula revisions, by needs assessments, and by follow-up procedures which meet the needs of students in 1987.
(Vice President for Academic Affairs, Division Chairpersons, Faculty, Dean of Admissions, and Director of Continuing Education)

(1) Continue the graduate follow-up survey.

(2) Improve placement of students in remedial courses where test scores indicate need. Provide transitional courses for students who are not prepared for college level courses.

(3) Continue orientation courses for incoming students.

(4) Continue to schedule evening, weekend, summer, and workshop courses for nontraditional students.

(5) Continue working with advisory committees in order to stay abreast of changing needs in business and industry.

(6) Establish mini-courses for retired persons in the areas of their interests.

(7) Establish workshop and continuing education courses for various types of professionals in the area.

(8) Offer more courses from 3:00 p.m. to 5:00 p.m. and/or from 5:00 p.m. to 7:00 p.m.

(9) Designate a "quiet" housing facility for students.
(Vice President for Student Services, Director of Housing)

(10) Designate Speaker Apartments as "honors" housing.
(Vice President for Student Services, Director of Housing)

(11) Increase efforts to develop an effective working relationship with area high school personnel and students. (Dean of Admissions, Director of High School and College Relations, faculty, and staff)

(12) Provide child care facilities for students and faculty.
(Director of Counseling)

(13) Continue to obtain direct input from area people to determine what courses to offer. Continue to obtain direct feed-back from currently enrolled students to determine course offerings in the future.

(14) Sponsor annual Industrial Arts Show for area high school students. Make area students more aware of College's program. (Technology faculty)

(15) Initiate an annual Business Day contest for area high school students to recognize academic achievement. (Business faculty)

(16) Continue existing contests and special events for high school students such as Aggie Day, Science Fair, Music Festivals, etc.
(Division Chairpersons)

(17) Initiate an "honors student" program.
(Faculty Senate Officers, Director of Counseling)

(18) Provide programs directed toward the re-entry of "displaced homemakers." (Director of Counseling)

2. Goals and Objectives for 1988-1990

a. Review, revise, and continue the 1987-88 Goals and Objectives.

b. The goal for total enrollment in 1990 is 3,150 students. This can be achieved by making assessment of the needs of traditional students and adding courses or programs for non-traditional students.
(Division Chairpersons, Director of Continuing Education)

c. A gerontology program will be a part of the college curriculum.
(Nursing, Family Relations, Home Economics faculty)

d. Computers within the divisions should be interfaced so that communication within/between divisions and administration can flow freely. Telephone modems should be available to access educational databases. (Business Manager)

e. Continue expanding computer holdings with the goal of a unit for each instructor, to be used in enrichment of classroom teaching, for student follow-up, recruiting, correspondence, and for other uses specific to individual academic areas. (Division Chairpersons)

f. Because of the need to maintain a smooth flow of information for faculty, administration, and students, an efficient operational procedure to transmit news of campus events across campus should be developed.

g. For maintenance of faculty and staff competence, the one-year goals concerning continuing education should be a priority:

(1) Additional computer software should be purchased.

(2) Employ or reassign faculty based on changing or increased enrollment. (Vice President for Academic Affairs, Division Chairpersons)

(3) To stay current in program objectives or course changes, faculty advisors will communicate with universities where NEO graduates transfer. (Division Chairpersons, Faculty)

(4) Study recommendations from annual review of Performance Based Pay Plan and implement necessary changes. (Faculty Senate, Division Chairpersons, respective Vice President)

3. Goals and Objectives for 1990-1996

a. The goal for enrollment in 1990-1996 is 3,350 head count.

b. Review and revise where needed the Mission and Purpose statement of the College where societal and demographic changes warrant it. Programs being offered should reflect these changes. Continue extensive recruiting efforts. (Administrative Council)

c. Recruitment and retention of quality faculty and staff should remain a high priority.
(President, respective Vice President, Division Chairpersons/Supervisor)

(1) All faculty should have at least the master's degree and every encouragement should be given to those working on the Ed.S. or doctorate.

(2) Additions should be made to the faculty to improve the student/faculty ratio and provide instructors adequate time for planning and preparation in addition to continuing education work in order to remain current in the teaching fields.

(3) The Faculty Association should continue to be more actively involved in shaping the future of the College. (Faculty Senate officers)

(4) Provide health promotion (wellness program) for all employees. (Director of Nursing, Department Chairman of HPER)

A. RESOURCES - FINANCIAL

1. Goals and Objectives for 1987-1988

a. Pursue more aggressively the political and financial avenues for securing financial resources. (Coordinated by President)

b. Increase the involvement of the Northeastern Oklahoma A&M College Development Foundation in the planning process. Encourage employee participation in the Foundation and increase alumni involvement, especially in the scholarship fund. (Director of Development, President, respective Vice President, Division Chairpersons)

c. Continue to increase service efficiency and effectiveness of the office of fiscal affairs. (Vice President for Fiscal Affairs)

(1) Continue the development of computerized systems for financial operations, including personnel and payroll records, payments, receipts, accounts receivable, and accounts payable. (Business Manager)

(2) Develop a systematic and ongoing analysis and review of all budget and management systems, which in turn will provide accurate and accessible evaluation data for internal and state reviews. (Chief Accountant)

d. Promote increased communication between the office of fiscal affairs and those persons involved in and responsible for fiscal control of College resources. (Vice President for Fiscal Affairs, Vice President for Student Services, Vice President for Academic Affairs, and Division Chairpersons)

(1) Seek means by which increased recognition and reward can be given to professional staff, particularly business office personnel whose constant contact with clients requires dedication to professionalism.
(Vice President for Fiscal Affairs)

(2) Continue to provide accurate and timely two-way information on budget procedures and policies for all budget managers.

(3) Obtain computer equipment, which will permit on-line access to financial information, for those responsible for budget management and for the office of fiscal affairs.

(4) Encourage, develop, and facilitate short-term workshops and seminars for staff personnel of the Office of Fiscal Affairs. Special emphasis on stress management and time management should be given.
(Vice President for Fiscal Affairs, inservice director)

(5) Encourage and provide for the continued participation of individuals in the problem-solving and decision-making process, especially in the area of resource management.

e. Develop a functional financial support group operational for the fine arts areas. (Director of Development, respective Chairpersons)

2. Goals and Objectives for 1988-1990

a. Review actions and results of the political and financial efforts for securing financial resources during 1987-88. (Coordinated by President)

b. Develop a planning model for determining the percentage of College resource support from Development Foundation monies. (Director of Development)

c. Develop a planning model for increased public relations activities and alumni involvement in appropriate functions.
(Director of Development, Director of Public Information, Alumni Association)

d. Develop and implement a variety of fund raising programs that will attract a broader base of financial support through an increased variety of donors to the Development Foundation. (Director of Development)

e. Continue to support efforts for capital construction, renovation, and remodeling projects which meet the needs of changing student populations.
(President, respective Vice Presidents, Division Chairpersons)

3. Goals and Objectives for 1990-1996

a. Pursue more aggressively the political and financial avenues for securing financial resources. (Coordinated by President)

b. Actively involve administrative, faculty, and staff personnel in assessing needs and setting goals for the use of financial resources.
(Coordinated by President)

A. RESOURCES - PHYSICAL

1. Goals and Objectives for 1987-1988

a. Improve the learning and working environment through additions to and improvement of physical facilities. Special emphasis will be given to providing quality and timely energy conservation, environmental health and preventive maintenance programs. (A detailed list of additions and improvements to the physical facilities may be found in Appendix Z).
(Respective Vice President, Division Chairperson, Director of Maintenance)

b. Provide secured parking for evening school students.
(Vice President for Student Services)

c. Develop a systematic renovation program for each building, with emphasis on completing one each year. (Vice President for Fiscal Affairs)

2. Goals and Objectives for 1988-1990

a. Study the need for additional LRC space. (Director of LRC)

b. Upgrade equipment needed for maintaining a communications and transportation system, for the physical plants, maintenance, and other support services. (Vice President for Fiscal Affairs, Director of Maintenance)

c. Improve the learning and working environment and productivity level of personnel through additions to and improved use of physical facilities.

d. Support institutional efforts for capital improvements.
(Coordinated by President)

e. Designate microcomputer laboratory space in various classroom buildings.
(Division Chairpersons)

3. Goals and Objectives for 1990-1996

a. Actively involve administrative, faculty, and staff personnel in assessing needs and setting goals for the use of physical resources.
(President)

b. Provide optimal productivity level of personnel through systematic additions to and improved use of physical facilities.

c. Maintain constant effort to conserve energy, monitor environmental health factors, and provide preventive maintenance programs.
(Vice President for Fiscal Affairs, Director of Maintenance)

d. Subject to enrollment trends and economic conditions, plan to renovate existing buildings and/or construct new facilities to address existing and potential student demographics. Considerations are an equine facility, a wellness center, a child care facility, a "displaced homemaker" facility, and a gerontology center. (President)

B. EDUCATIONAL PROGRAMS

1. Goals and Objectives for 1987-1988

a. Attracting and retaining a highly qualified, dedicated, and concerned faculty and staff will continue to be the basis for educational programming.
(Vice President for Academic Affairs, Division Chairpersons)

b. Increase commitment to lifelong learning through increased sensitivity to societal needs. (Vice President for Academic Affairs, Division Chairpersons,
Director of Continuing Education)

c. Promote, study, and review data that lead to substantial curricular renewal and development.
(Vice President for Academic Affairs, Division Chairpersons)

(1) Continue to require freshman orientation courses in areas of students' majors.

(2) Continue to evaluate the cost effectiveness of all programs.

(3) Increase the programs and improve the quality of services to the entire community through appropriate courses offered for credit or as community service classes. (Director of Continuing Education)

(4) Develop services and programs for nontraditional students which meet their needs for occupational retraining and lifelong learning.
(Division Chairperson, Director of Continuing Education)

(5) Adjust curricular offerings to meet current and lifelong needs of students, both avocational and vocational.
(Division Chairperson, Director of Continuing Education)

(6) Personalize programs to meet individual student needs and foster active participation on the part of the student.
(Division Chairperson and faculty)

(7) Remain flexible in course offerings to meet current needs. Add and delete courses to meet the supply and demand.

(8) Establish the College as an outreach campus for the BSN level nursing program. (Director of Nursing)

(9) Stress the importance of computer literacy for all majors.
(Division Chairpersons, Curriculum Council)

(10) Provide seminars in continuing education (nursing, automotive, refrigeration and air conditioning, energy, and others) with nationally known speakers. (Director of Continuing Education, faculty)

(11) Make the working public aware of the importance of an education when changing jobs and careers. Sell our programs.
(Administration, faculty, staff)

d. Increase efforts to encourage learning and strengthen activities designed to improve the quality of instruction.

(1) Continue to develop evaluation instruments for assessing effectiveness of outstanding professional performance of those involved in the learning process.

(2) Seek means by which outstanding professional accomplishments are recognized and rewarded systematically by the College.
(President, respective Vice President, Division Chairperson/Supervisor)

(3) Continue to support inservice seminars and workshops for continuous professional renewal and enhancement.
(President, respective Vice President, Division Chairperson/Supervisor)

(4) Develop and support activities that enhance multicultural experiences. (Vice President for Student Services)

(5) Develop Honors programs and services in appropriate areas with the goal of attracting and retaining outstanding students.
(Respective Vice President, Division Chairperson, faculty)

(6) Develop extension sites. (Director of Continuing Education)

(7) Offer programs of a cultural and historical nature.
(Vice President for Student Services, Vice President for Academic Affairs)

(8) Offer field trips for credit during the summer, designed to offer opportunities in vocational, cultural, and social expansion growth.
(Director of Continuing Education, Division Chairperson)

e. Improve programs and services which support the learning process.

(1) Maintain Learning Resources Center support; promote expanded use of LRC as an integral learning component, and extend its potential as a major area resource for learning. (Director of LRC)

(2) Increase coordinated efforts between academic services and student services with regard to admissions, placement, and auxiliary services.
(Vice President for Academic Affairs, Vice President for Student Services)

(3) Review, evaluate, and strengthen all components of the advising system. (Dean of Admissions)

(4) Promote increased community participation in events sponsored by the College. (Respective Vice President, Division Chairperson)

(5) Involve community support through active use of guest speakers, clinical instructors, advisory boards, and through field trips.
(Respective Vice President, Division Chairperson)

(6) Establish a Publications Advisory Board to establish some continuity and uniformity in all College publications. (President)

f. Increase involvement and extend resources for service to all students and recognize special needs of international students. (Vice President for Academic Affairs, Vice President for Students Services, Division Chairpersons, and Dean of Admissions)

(1) Evaluate the summer school programs.
(Vice President for Academic Affairs)

(2) Explore the need to offer extension courses in our service are.
(Vice President for Academic Affairs, Division Chairpersons, Director of Continuing Education)

(3) Continue to offer summer youth programs in Agriculture Livestock Judging, Cheerleading, Music, Sports Camps, Computer Camps, Boys State, Summer Theatre and others. (Division Chairpersons)

(4) Develop a summer academic program for "honors" students.
(Faculty Senate, Director of Counseling)

g. Develop an articulation agreement with vocational-technical institutions.
(Dean of Occupational Education)

2. Goals and Objectives for 1988-1990

a. Communicate to the community and to prospective students the services available at Northeastern Oklahoma A&M College. The advantages of a two-year college education should be stressed.
(Assistant to the President, Director of Public Information)

b. Continue to review programs, adding and changing to meet enrollment and societal needs. (Division Chairpersons)

(1) Update Hotel-Motel curriculum to include courses in mid-management, quantity food preparation, and work experiences.
(Home Economics faculty, Chairperson of Behavioral Science Division)

(2) Update Fashion Merchandising program to include courses in mid-management, fashion illustrating, and heritage of clothing.
(Home Economics faculty, Chairperson of Behavioral Science Division)

(3) Expand the curriculum in Gerontology. Expand the Child Development Department to include a department of Human Development and the Family. (Vice President for Academic Affairs, Division Chairpersons, respective faculty)

(4) Update the History curriculum to offer three different American History classes and delete the traditional survey class.
(Chairperson, Behavioral Science, and faculty)

(5) Insure that all technology courses are kept current with state-of-the-art equipment and information.
(Dean of Occupational Education and faculty)

(6) Update the pre-law curriculum to include work experience program with local Bar Association. (Chairperson, Behavioral Science, and faculty)

(7) Update the music curriculum to include courses in audio-engineering and guitar. (Chairperson, Fine Arts, and faculty)

(8) Expand the current broadcast schedule of television.
(Chairperson, Communications and faculty, Director of LRC)

(9) Develop a program combining management with physical education courses, to serve the needs of the greatly expanding Tourism/Recreation industry. (Chairpersons of Business and Behavioral Sciences and faculty)

(10) Expand advisory committees to include members from industry beyond the immediate area. For example, the Nursing Advisory Board could also be composed of persons employed in medical supply, pharmaceuticals, and universities instead of all nursing service persons.
(Dean of Occupational Education)

c. Attract and retain highly qualified faculty and staff.
(Respective Vice President, Division Chairperson)

(1) Seek to increase remuneration to faculty and staff.

(2) Increase the number of support personnel in order to allow the faculty more time to devote to professional activity.

(3) Encourage active involvement of all faculty and staff in significant professional activities which support teaching renewal and development.

(4) Continue to provide time and funds for continuing education for faculty and staff.

(5) Add TV faculty and staff to enhance smooth operation of TV station and academic program.

d. Increase the use of research to provide an information base for decision-making in academic areas. Conduct new stopout community surveys to determine why students leave college before completion of degree plans and why they later re-enroll. (Vice President for Academic Affairs, Vice President for Student Service, Vice President for Fiscal Affairs, Division Chairpersons, Dean of Admissions, Director of Counseling)

e. Conduct High School Interscholastic Contests.
(Division Chairpersons and faculty)

f. Provide opportunities for select students who have demonstrated excellence in all academic areas as award/incentive leadership program.
(Division Chairpersons and faculty)

g. Course selection and enrollment will be completed in the advisor's office, using computerized methods of data management.
(Dean of Admissions, Division Chairpersons)

h. Once a year, tryouts for stage productions should include the community, faculty, and staff. (Division Chairperson, Communications)

3. Goals and Objectives for 1990-1996

a. The Public Relations Department will continue to serve and communicate to the community and to prospective students the services available at Northeastern Oklahoma A&M College and the advantages of a two-year college education.
(Assistant to President, Director of Public Information)

b. Changing societal needs will be responded to with flexibility in programming, development of relevant curricula, and dedication to excellence in educating for lifelong learning. (Respective Vice President, Division Chairpersons, Director of Continuing Education)

c. Expand the use of telecommunications so that students may have additional access to worldwide informed opinions and scientific developments.
(Director of LRC)

d. The Health Sciences Center will become a center for continuing education in medical technology and Associate Degree Nursing as well as in preparing ADN students for transfer to BSN programs. Computer courses, management courses, gerontologic care, and Home Health Care courses will be added. (Dean of Occupational Education, Director of Nursing, Director of MLT, and faculty)

e. A center for human development will include programs in home economics, gerontology, child development, and paraprofessional family support systems. (Division Chairpersons and faculty)

f. The pre-law program will provide continuing education for practicing lawyers and will study the possibility of instituting a paralegal program. (Division Chairperson, Behavioral Science and faculty)

g. The accounting program will provide continuing education for practicing Certified Public Accountants and Public Accountants. (Division Chaiperson, Business and faculty)

h. Televised courses originating on campus will make programs accessible to the entire community as funding permits. (Director of LRC, Director of Continuing Education)

i. The agriculture division, working closely with the business and management programs, will concentrate on agri-business. (Division Chairperson, Agriculture and faculty)

j. When feasible, student-teacher ratios will be reduced. (Vice President for Academic Affairs, Division Chairpersons)

k. A financial support organization will be functional for the fine arts area. (Division Chairpersons, Communications and Fine Arts, respective faculty)

l. Transitional courses for students who are unprepared for college work will be provided. (Vice President for Academic Affairs, Vice President for Student Services, Division Chairpersons, Dean of Admissions)

m. Summer programs in drama and music will emphasize "Theme Parks," dinner theaters, and theatrical-type businesses. Summer productions will serve as a center for tourism as well as experience for drama and music students. (Division Chairperson, Communications and faculty)

n. Research to monitor changes in education as related to societal need will provide data for decision-making. (Coordinated by Vice Presidents)

o. A computer laboratory for business course application will be located in Copen Hall. (Division Chairperson, Business and faculty)

p. Strengthen the articulation agreements between State institutions of higher education to make smoother transitions for graduates. (Vice President for Academic Affairs, Division Chairpersons)

q. Continue the operation of a Performance Based Pay Plan. (Faculty Senate)

r. Access to databases via computers from State government offices will assist faculty and administration in determining the trends and needs for excellence in this educational setting. (Director of LRC)

s. A comprehensive program to the community which promotes wellness and healthy lifestyle will be offered. Provide time for faculty to participate in program. (Chairman, HPER and Director of Nursing)

t. Stress the need for all students to enroll in a computer-related course. (Division Chairpersons, Curriculum Council)

C. SUPPORT SERVICES - ADMISSIONS

1. Goals and Objectives for 1987-1988

a. Maintain and expand a system of enrollment by telephone, taking into consideration the varied needs for the advising of a diversified student body, the requirements of the reporting data to the State Regents, and the need for a graduation assessment for students. (Dean of Admissions)

2. Goals and Objectives for 1988-1990

a. Advisement and sectioning will be completed in the advisor's office through computer interfacing. (Dean of Admissions)

3. Goals and Objectives for 1990-1996

a. Student follow-up records will be maintained through an integrated data file. (Dean of Admissions)

C. SUPPORT SERVICES - LEARNING RESOURCES CENTER

1. Goals and Objectives for 1987-1988

a. Maintain LRC collection development and services, emphasizing microcomputer software and updating audiovisual programs. (Director of LRC)

b. Provide additional microcomputer equipment for students to use related to classroom activities. (Director of LRC)

c. Continue to provide faculty workshops to promote DIALOG database searches. (Director of LRC)

d. Explore additional database hook-ups. (Director of LRC)

e. Develop a comprehensive LRC orientation for faculty, with special emphasis on new faculty. (Director of LRC)

f. Improve overall physical condition of the LRC. (Director of LRC)

g. Plan for LRC involvement with the State Telecommunication System.
(Director of LRC)

h. Analyze the need for audiovisual service expansion. (Director of LRC)

2. Goals and Objectives for 1988-1990

a. Continue to develop the one-year goals for the LRC. (Director of LRC)

b. Plan for an automated library catalog/circulation system.
(Director of LRC)

c. Plan for LRC reorganization or expansion due to space limitations.
(Director of LRC)

3. Goals and Objectives for 1990-1996

a. Install satellite antenna system for video interfacing with the world.
(Director of LRC)

C. SUPPORT SERVICES - STUDENT SERVICES

1. Goals and Objectives for 1987-1988

a. Employ a full-time director of student activities and intramurals
(Vice President for Student Services, Activities Director)

b. Respond to the need to provide an Honors Dorm.
(Vice President for Student Services, Director of Housing)

c. Implement a career center with full range of services to support business, industry, and the general public.
(Vice President for Student Services, Director of Counseling)

2. Goals and Objectives for 1988-1990

a. Review, revise, and continue the Goals and Objectives for 1987-1988.

3. Goals and Objectives for 1990-1996

a. Enrollment will reach 3,350 with on-campus housing to accommodate 1,250 students. (Vice President for Student Services, Director of Housing)

b. Child care will be available to students and faculty in a cooperatively administered and staffed facility, including the use of work-study personnel.
(Director of Counseling)

C. SUPPORT SERVICES - AUXILIARY

1. Goals and Objectives for 1987-1988

a. Housing has been above 100 percent occupancy for the past several years, and there is a need to explore the feasibility of additional housing for single students. (Vice President for Student Services, Director of Housing)

2. Goals and Objectives for 1988-1990

a. New equipment and personnel are needed in the Print Shop to establish a 24-hour turn-around time for instructor's quick copy.

3. Goals and Objectives for 1990-1996

a. The College Catalog and yearbook will be produced in College Print Shop. (Vice President for Fiscal Affairs, Print Shop Manager)